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ABSTRACT

This publication provides individual descriptions of grants allocated by the state of Illinois for aid to higher education for fiscal year 1997 under the provisions of the State Higher Education Cooperation Act. The Act provides funds for interinstitutional grants, minority educational achievement grants, minority articulation program grants, economic development grants, the Quad-Cities Graduate Study Center, library resource sharing, and the Advanced Photon Source (APS) project at the Argonne National Laboratory. Interinstitutional grants are provided to encourage cooperation among institutions and community involvement. Minority educational achievement grants are intended to motivate elementary and secondary students to pursue higher education. Minority articulation program grants target initiatives designed to improve the social and academic climate for minority students. Economic development grants are given to help state colleges and universities support regional educational consortia and assist companies in employing advanced manufacturing technologies. The Quad-Cities Graduate Study Center is a cooperative regional academic center providing graduate instruction to regional residents. Library resource sharing grants extend the use of college and university library collections. Grants provided to APS support university research experiments on synchrotron radiation. For each grant, information is provided on title, applicant institution, cooperating institution/s, project description, and recommended grant amount.

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATIONHIGHER EDUCATION COOPERATION ACT
FISCAL YEAR 1997 GRANT ALLOCATIONS

Under the provisions of the Higher Education Cooperation Act (HECA), the Board of Higher Education annually allocates funds appropriated to support programs and projects involving cooperation among higher education institutions. The Act stipulates that projects shall serve a public purpose, be consistent with Board of Higher Education policy, and involve at least two higher education institutions. Resources committed to this grant program since its inception in 1972 have played an important role in extending educational opportunities throughout the state and promoting the more effective use of resources through cooperative programs.

For fiscal year 1997, the following amounts were appropriated for HECA programs:

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY Illinois State Board of Higher Education TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	Interinstitutional Grants	\$ 1,800,000	U.S. DEPARTMENT OF EDUCATION Office of Educational Research and Improvement EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) ☒ This document has been reproduced as received from the person or organization originating it. ☐ Minor changes have been made to improve reproduction quality. • Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.
	Minority Educational Achievement	5,000,000	
	Minority Articulation Program	2,400,000	
	Economic Development	3,100,000	
	Quad-Cities Graduate Study Center	168,900	
	Library Resource Sharing	1,200,000	
	Advanced Photon Source - Argonne		
	National Laboratory	<u>2,000,000</u>	
	Total	\$15,668,900	

Administrative rules prescribe the grant application process. In March, a request for proposals was mailed to all Illinois public and nonpublic college and university presidents and to grant administration offices. In addition, the request was mailed to current HECA grant recipients and any other persons who had requested to be on the mailing list. The request for proposals included instructions for writing proposals, categories for grants as determined by the annual appropriation, a deadline date for submission, a cover sheet for signatures by presidents of cooperating institutions, and copies of the HECA statute and administrative rules.

Proposals were submitted to the Board of Higher Education in May, and were distributed among staff for review. Further, dependent upon the project category, Illinois Board of Higher Education (IBHE) staff were assisted in the review/selection process by staff members of the Illinois Community College Board (ICCB), The Illinois Coalition, and the Department of Commerce and Community Affairs. The selection of proposals recommended for funding is based on the criteria in the rules for administration of HECA which specify that funding shall be limited to projects that: (1) use educational resources in an effective and efficient manner, (2) develop innovative concepts and applications that effectively deliver educational programs, (3) involve the local community, (4) are effective as a cooperative function, (5) are consistent with the Board policies and priorities for programs, and (6) serve a secular purpose. The level of emphasis on any one of these criteria may differ from one category of HECA program to another. In all cases, however, the selection of projects recommended for funding involves weighing the individual merits of each proposed project in competition with other proposals. A total of 152 grant proposals requesting over \$25 million was received from Illinois colleges and universities.

Interinstitutional Grants

Interinstitutional grants provided through the Higher Education Cooperation Act have the following objectives: to encourage interinstitutional cooperation and the involvement of local communities, to achieve an effective use of educational resources, to extend access to educational services throughout the state, and to develop innovative approaches for delivering needed educational services. Grants are recommended to strengthen school/college partnerships, expand educational programs for place-bound students, enhance academic program articulation, support intergenerational activities, and strengthen cooperative public service initiatives.

Minority Educational Achievement Grants

Minority educational achievement grants are provided to consortia of higher education institutions, elementary/secondary schools, and community-based organizations. The objectives of these grants include motivating elementary and secondary students to pursue higher education, enhancing academic skills in basic subjects, improving college retention rates, and strengthening the student pipeline for professional school programs.

The proposed programs serve a wide range of student age groups from the early elementary school levels through graduate/professional school. For example, for the past 13 years, funds have been allocated to help recruit and prepare minority students for medical and other health professions education programs. These funds have been granted to a cooperative health careers program involving Chicago area medical schools, community groups, and the Illinois Institute of Technology in the Chicago Area Health and Medical Careers Program. The recommendations also increase support for the Illinois Minority Fellowship Program which has the objective of increasing the number of minority engineering, mathematics, and science faculty at Illinois colleges and universities by providing financial support for minority doctoral students.

Minority Articulation Program Grants

Minority articulation program grants are targeted to transfer centers at community colleges and short-term articulation initiatives. These projects encompass faculty/staff development initiatives that are designed to improve the social and academic climate for minority students and bring together faculty from community colleges and universities to develop course and program articulation agreements to facilitate student transfer. For example, continued support is recommended for the Chicago Engineering Consortium, which is designed to increase the number of pre-engineering students at Chicago State University and to assure their successful transition to accredited bachelor's degree programs in engineering offered by the Illinois Institute of Technology and the University of Illinois at Chicago.

The minority student transfer center program provides a readily identifiable place on campus that is accessible to targeted students as a focal point of transfer functions. Transfer center services funded by these grants include: (1) identifying minority students who choose transfer programs as their education goals; (2) assisting potential minority transfer students to prepare for upper-division work through academic program planning; (3) assisting minority students in submitting applications for admission, financial aid, housing, and other services as needed; (4) monitoring and supporting the progress of minority transfer students; and (5) providing a library of transfer materials for student use.

Short-term minority articulation programs are designed to: (1) increase the visibility of the baccalaureate transfer program of the community or junior college, (2) improve the articulation of programs and courses between associate and baccalaureate institutions, (3) involve faculty members in the articulation of programs and courses, (4) improve the acclimation of students to the academic environment, and (5) improve minority student transfer and baccalaureate completion rates.

Economic Development Grants

Economic development grants help Illinois colleges and universities: (a) support regional consortia in addressing high priority educational needs, make recommendations on regional programmatic priorities, use telecommunications technologies to expand the delivery of instruction; (b) assist small- and medium-sized companies in employing advanced manufacturing technologies and strategies; (c) expand the delivery of science, engineering, and technology programs; (d) expand cooperative efforts of colleges, universities, and high schools in the use of technology; and (e) provide assistance for new workforce training initiatives.

Regional consortia support training and professional development opportunities in all areas of the state by carrying out needs assessments and developing plans to focus resources on educational priorities. Consortia also make available shared academic support resources such as laboratories, library materials, and computers at off-campus sites. Academic support resources are used cooperatively by colleges and universities in the delivery of upper-division and graduate degree programs, continuing education seminars, and workshops. In addition, consortia are increasingly making use of local, regional, and statewide telecommunications services to extend distance learning opportunities. A special emphasis on staff training for use of technology is continued in the fiscal year 1997 grants.

Economic development grants link the economic development efforts of Illinois universities to capitalize upon the special capabilities and geographical advantages of the state's system of community colleges. The linkages promote economic development and assist industries in using advanced manufacturing systems through manufacturing extension assistance.

Quad-Cities Graduate Study Center

The Quad-Cities Graduate Study Center is a cooperative regional academic center that receives support from both Illinois and Iowa and involves public and private institutions in both states. Graduate instruction is scheduled at the Center on a regular basis for residents of the Quad-Cities metropolitan area. The Illinois appropriation to the Center is matched by a similar appropriation from the state of Iowa.

Library Resource Sharing

Library resource sharing grants extend the use of college and university library collections by supporting cooperative borrowing, lending, and management of materials among Illinois libraries.

The Higher Education Cooperation Act has provided resource sharing grants to upgrade the computer system design and capacity of ILLINET Online and to support cooperative collection management activities. The ILLINET Online consists of two components: the Library Computer System (LCS), which has been operational as a statewide resource sharing network since 1980, and the Full Bibliographic Record (FBR) system, which has been operational at the University of Illinois at Urbana-Champaign since 1984. Fiscal year 1997 support will help libraries complete barcoding and purchase computer hardware in preparation for conversion to a new ILLINET Online software platform. Support for this effort also has been received from the State of Illinois Library grants and contributions from participating libraries.

During the past several years, attention has been directed to expanding cooperative collection management activities. These activities help libraries to collaboratively set priorities for accessing bibliographic data bases and acquiring new library materials, as well as to more effectively manage existing collections. Efforts are being made to enhance collections, foster the concept of a "statewide" collection, and through cooperative purchases, negotiate purchase of print and nonprint materials to enhance the statewide collection.

Advanced Photon Source Project at Argonne National Laboratory

Grant funds are provided to assist a number of Illinois universities in their research experiments on the Advanced Photon Source (APS) at Argonne National Laboratory. The APS is a national synchrotron radiation research facility funded by the United States Department of Energy at a total cost in excess of \$1 billion. The APS, when fully operational in 1997-1998, will produce the world's most brilliant X-ray beams. Scientists from Illinois universities will participate collaboratively with scientists from private industry and the federal government in using the X-ray beams at Argonne National Laboratory for applied and basic research in materials science, chemistry, geophysics, environmental science, and structural biology.

Summary

Projects recommended for grant funds for fiscal year 1997 include: eight new and nine continuing interinstitutional projects, four new and 31 continuing minority educational achievement projects, two new and 27 continuing minority articulation program projects, eight new and 19 continuing economic development projects, the continuation of the Quad-Cities Graduate Study Center, two new and one continuing Library Resource Sharing projects, and the Advanced Photon Source-Argonne National Laboratory project. In the report, continuing projects are marked by double asterisks (**). A brief evaluation on the status of each continuing project as of May 1996 is included. Two projects, the Illinois Scholars Program and the Illinois Central College-Bradley University Degree Completion Program, are funded from two categories, as both interinstitutional and minority educational achievement projects.

The staff recommends adoption of the following resolution:

The Board of Higher Education hereby allocates fiscal year 1997 Higher Education Cooperation Act grants to the projects on the attached list, totaling \$1,800,000 for interinstitutional projects, \$5,000,000 for minority educational achievement projects, \$2,400,000 for minority articulation projects, \$3,100,000 for economic development projects, \$168,900 for the Quad-Cities Graduate Study Center, \$1,200,000 for library resource sharing projects, and \$2,000,000 for the Advanced Photon Source project.

**HIGHER EDUCATION COOPERATION ACT (HECA)
FISCAL YEAR 1997 GRANT ALLOCATIONS**

<u>Project Title/Applicant and Cooperating Institutions/Synopsis</u>	<u>Amount Recommended</u>
I. Interinstitutional Projects	
1. <u>Project Title:</u> Bloomington-Normal Education Alliance	\$65,000
<u>Applicant Institution:</u> Illinois State University	
<u>Cooperating Institution(s):</u> Heartland Community College, Illinois Wesleyan University, and Mennonite College of Nursing.	
<u>Synopsis:</u> This proposal requests support for the creation of the Education Alliance for the Bloomington-Normal community. The Alliance will promote and encourage interinstitutional cooperative efforts to address academic and support needs at the higher education institutions and two local school districts. The Alliance will establish the foundation for activities that can lead to program collaboration, partnerships, grant development, and other collaborative efforts. In addition, this project will establish a state model for alliances of schools, colleges, and universities. Such collaborative efforts uniquely address needs through appropriate activities at a reduced cost. The four major objectives of the project are: (1) create a long-range strategic plan that will unite current linkages and create collaborative structures to handle emerging issues, (2) establish the operating structure for the Alliance and put in place appropriate information and resource sharing systems, (3) establish a forum for discussing educational issues related to technology, staff development, and minority initiatives, and (4) promote and enhance collaborate efforts of existing linkages among the Alliance members.	
2. <u>Project Title:</u> Illinois Articulation Initiative Statewide Information System	\$160,000
<u>Applicant Institution:</u> Illinois State University	
<u>Cooperating Institution(s):</u> William Rainey Harper College.	
<u>Synopsis:</u> The objective of this project is to develop a highly automated, electronic information system containing curriculum agreements and specific courses for the Illinois Articulation Initiative. The Illinois Articulation Initiative's curricula facilitates student transfer among Illinois higher education institutions. Students will be able to access program information that will guide them in course selection prior to transfer, thus easing the transfer process. College and university personnel will have access to statewide course information for use in advising students. It is estimated that upon completion, 50,000 students and 5,000 faculty will make use of the system annually. This first year will be devoted primarily to designing, building, and implementing the system. The system is anticipated to become operational in May 1997.	
3. <u>Project Title:</u> Illinois Summer School for the Arts	\$60,000
<u>Applicant Institution:</u> Illinois State University	
<u>Cooperating Institution(s):</u> Illinois Wesleyan University.	

Synopsis: This statewide initiative, Illinois Summer School for the Arts (ISSA), has a mission to seek out artistically talented high school students throughout the state and immerse them in a challenging residential arts program that is very different from programs typically available in local community schools. Unlike many summer sessions in the arts, the program explores the process of artistic creation within an interdisciplinary curriculum and is not production or performance oriented. The experience is intended to affect students' thinking processes as they relate to artistic matters. Through tutoring and creative activity, students will investigate the arts from a larger perspective, experience how ideas are transformed into creative expressions, work with outstanding professional artists and teachers, develop insight into their own personal artistic interests, explore all of the arts together in group projects, and associate with other talented students from across the state.

4. **Project Title:** Multi-University Center/Lake County **\$85,000**

Applicant Institution: University of Illinois

Cooperating Institution(s): College of Lake County, Northeastern Illinois University, and Northern Illinois University.

Synopsis: A Multi-University Center will be established in Lake County to address degree completion needs for the citizens of Lake County and its surrounding north suburban areas. The Multi-University Center, like the one located in DuPage County, will provide support for institutions which will offer courses at both the undergraduate and graduate levels. The Center will provide a location and a core of support services for faculty and staff from cooperating institutions who teach in the Center. Initial course offerings at the Center will focus on the health occupations, sciences, and engineering.

5. **Project Title:** Developing Articulation Pathways in Nursing Education **\$25,000**

Applicant Institution: University of Illinois at Springfield

Cooperating Institution(s): Lincoln Land Community College and Southern Illinois University at Edwardsville.

Synopsis: This proposal is requested by the Illinois Nursing Articulation Implementation Committee. The committee of clinical practice and education representatives is convened by the Illinois State Board of Education, the Illinois Community College Board, and the Illinois Board of Higher Education to address articulation issues in the field of nursing. The charge to the committee encompasses a range of educational preparation for nursing practice from secondary and facility-based programs preparing persons as certified nurse assistants to bachelor's preparation in nursing at senior educational institutions. Funds are needed this year to implement the following goals: (1) to gather and publish information about current policies and practices of awarding credit for prior learning, (2) to convene five faculty curriculum development workshops, and (3) to emphasize communication with the nursing community and support the process of implementing a nursing articulation model.

6. **Project Title:** Developing Math Link, a Web Site for Secondary and Lower-Division College Teachers of Mathematics and Statistics **\$75,000**

Applicant Institution: University of Illinois at Urbana-Champaign

Cooperating Institution(s): Eastern Illinois University and Illinois State University.

Synopsis: Mathematics faculty and staff at the University of Illinois at Urbana-Champaign, Eastern Illinois University, and Illinois State University will substantially expand and enhance Math Link, a recently-developed World Wide Web site that delivers interactive credit and non-credit professional development modular courses. The site also contains a classroom resource bank, and a teacher networking facility for Illinois teachers of mathematics, statistics, and related subjects at the secondary school and lower-division college levels. The primary objectives of this project are to use the World Wide Web to combine existing professional development resources and programs at the three universities, adapt them to an interactive and consultative Web environment, and deliver them to Illinois teachers in an efficient, accessible manner. The project is designed to accomplish these objectives without sacrificing the interaction between participating teachers and university instructors that has been the key ingredient for sustaining the long record of effectiveness in these professional development programs.

7. **Project Title:** Faculty Summer Institute on Learning Technologies **\$65,000**

Applicant Institution: University of Illinois at Urbana-Champaign

Cooperating Institution(s): Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University at Carbondale, and Western Illinois University.

Synopsis: Presidents and chancellors of Illinois public universities have joined efforts to create a summer institute on learning technology. Faculty members from across Illinois will come together in the summer to collaborate on the integration of networked information technologies into the curriculum. The Institute will: (1) train faculty members in the use of learning technologies, such as the World Wide Web and asynchronous conferencing; (2) match faculty members across institutions to jointly develop networked course resources; and (3) create a network for sharing in the development and use of learning technologies.

8. **Project Title:** Preparing Illinois Educators for the 21st Century **\$165,000**

Applicant Institution: University of Illinois at Urbana-Champaign

Cooperating Institution(s): Eastern Illinois University, Illinois State University, National-Louis University, and Southern Illinois University at Edwardsville.

Synopsis: This technology-related project aims to prepare teachers to use technological tools. The objectives of this project are to: (1) prepare faculty, teachers, and students to effectively use information technology resources, (2) develop models for teacher preparation which can be adopted at all Colleges of Education, (3) develop mechanisms to enable on-going communications and information sharing, and (4) establish partnerships within local communities and educational organizations statewide. Topics which will be included are technology changes, introduction to the Internet, World Wide Web, productivity tools, virtual environments, desktop visualization tools, modeling and simulation tools, and creating web documents. The Illinois State Board of Education also has committed grant funding for this project because of its importance to the elementary/secondary community.

9. **Project Title:** Degree Completion Program ** **\$384,000**
(Total Grant: **\$450,000**)

Applicant Institution: Bradley University

Cooperating Institution(s): Illinois Central College.

Synopsis: This proposal requests an increase in the funding level for this innovative public-private partnership. The HECA funding requested will permit part-time students who meet special eligibility requirements to attend classes in approved programs at tuition rates comparable to those of public universities. Bradley University will continue to provide scholarships and tuition reductions to about 37 percent of Bradley's average tuition cost, with HECA funds used to provide scholarships covering 37 percent of tuition cost. Students participating in the program will pay \$100 per semester hour, about 26 percent of Bradley's average tuition rate. The new grant will help to expand enrollment and reduce the waiting list of individuals who were unable to enroll last year. The funding requested permits the continuation of approved undergraduate majors in Accounting, Communications Advertising/Public Relations, Computer Science/Information Systems, Elementary Education, Finance, Liberal Arts Individualized Major, Manufacturing Engineering Technology, and Marketing, and the two approved master's degree programs in Human Development Counseling and Civil Engineering.

Evaluation: Since inception of the Bradley University/Illinois Central College Degree Completion Program, 996 students have been admitted, with an unduplicated headcount enrollment of nearly 800 students through spring 1996. In spring 1996, there were 78 students enrolled in accounting, 89 in manufacturing engineering technology, 92 in communications, 108 in elementary education, and 96 in liberal arts and sciences majors. At the graduate level, the retention rate has been about 70 percent since the initiation of the two graduate programs in spring 1992. Approximately 150 students who have participated will have completed their degrees by the end of the spring 1996. Implementation of the Bradley University/Illinois Central College Degree Completion Program has not only addressed the needs of students with diverse educational needs, but also has served the needs of students with diverse gender and racial characteristics. Seventy-four percent of enrollees are women and 10 percent are minorities. Since its inception, the program has enabled students to enroll in a total of 18,219 semester hours of courses. Ninety-seven percent of students surveyed indicated that they are satisfied with the program. Seventy-nine percent of survey participants rated the program as good or very good, while 85 percent indicated they were satisfied with the available majors.

10. Project Title: Illinois Scholars Program **

\$311,200

(Total Grant: \$1,064,100)

Applicant Institution: DePaul University

Cooperating Institution(s): Barat College, Bradley University, Chicago State University, Eastern Illinois University, Elmhurst College, Illinois State University, Illinois Wesleyan University, Knox College, Lake Forest College, Loyola University of Chicago, National-Louis University, Northeastern Illinois University, Northern Illinois University, Northwestern University, Roosevelt University, Saint Xavier University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, University of Illinois at Urbana-Champaign, University of Illinois at Chicago, Western Illinois University, and the Golden Apple Foundation.

Synopsis: In its eighth year, the Illinois Scholars Program continues to expand its recruitment base to both minority and low-income high school graduates who want to become teachers in urban schools throughout Illinois. The purpose of this program is to seek students who reflect Illinois' racial, ethnic, and economic diversity and then assist them in completing an undergraduate teaching curriculum at one of 22 participating institutions. In return for financial and counseling support, the Scholars agree to teach for at least five years in an urban

Illinois public or nonpublic school. The program objectives for fiscal year 1997 are: (1) support for Scholar Class of 1997 in their first year of college; (2) recruitment and nomination of the Class of 1998; and (3) management, retention, and evaluation of the current classes of Scholars.

Evaluation: The Golden Apple Foundation for Excellence in Teaching, with the cooperation of 22 institutions of higher education, and 11 state, federal, city and community agencies, developed the Illinois Scholars Program. The program has continued to expand its outreach, recruitment, and selection of talented, minority students (32 percent African-American, 22 percent Hispanic, 6.5 percent Asian, and 2.5 percent other minorities), and low income (65 percent of the total student population) high school graduates who want to become teachers in economically disadvantaged schools in Illinois. A total of 60 scholars, 30 from Chicago schools, 12 from the suburbs of Chicago, and 18 from the downstate area schools, were selected to participate this year. Representing 50 high schools, the 60 scholars had a mean ACT of 23 and high school grade point average of 3.39. Scholars participate from high school graduation until their junior year of college in residential Summer Institutes held every summer at a Chicago-area university. Scholars accumulate over 600 extra hours of teaching experiences upon completion of the Institute through teaching internship experiences, working with a mentor teacher, and the availability of work study experiences in a classroom. These opportunities enable scholars to experience teaching at an earlier stage than in university programs and to build a community of learners that support the scholars during the school year and into the first years of teaching. Retention rate for the program is 89 percent of scholars who are progressing toward teacher certification at one of the participating institutions.

11. Project Title: The Illinois Geographic Alliance **

\$50,000

Applicant Institution: Illinois State University

Cooperating Institution(s): Northeastern Illinois University and Southern Illinois University at Edwardsville.

Synopsis: The Illinois Geographic Alliance (IGA) is an organization of professional K-12 educators and academic geographers whose primary objective is the enhancement of geographic knowledge in Illinois schools and among the general populace. Established in 1987, the Alliance supports activities such as summer geography institutes, academic year workshops and conferences, instructional leadership seminars, consultations, graduate course instruction, travel study, professional society presentations, and participation in Geography Awareness Week and the national Geography Bee. The K-12 teachers of Illinois, including those in large city school districts and pre-service teacher education students in colleges and universities, are the primary clientele. The IGA functions as a statewide network of five regions, each with co-coordinators, teacher consultants and resource persons, and a state coordinator. Twenty-one Illinois teachers received special training from the National Geographic Society (NGS) and now work as teacher consultants for the IGA throughout the state. Another 420 teacher consultants have been trained in instructional leadership seminars and summer institutes in Illinois and now actively provide in-service training and staff development in K-12 schools. The organization has received financial support from the Illinois Geographic Society, Rand-McNally Corporation, and staff development fees from various school districts.

Evaluation: During fiscal year 1996, workshops, mini-conferences, and formal geography instruction have continued as one of the mainstays of the Illinois Geographic Alliance (IGA). These activities allow trained teacher consultants to work with an increasing number of

teachers who have not experienced the IGA, but have a strong interest in teaching school geography. Twenty-two workshops and three mini-conferences have been conducted in various locations in Illinois and participant evaluations of these in-service activities have been universally positive. An average of slightly more than 40 participants attended the workshops and mini-conferences. In addition, formal geography courses have been offered in the Chicago area for institute graduates and in October, the annual fall conference, entitled "Partnerships in Education", was held at Elmhurst College. The spring conference was held in Normal, Illinois and focused on historical Route 66 as a theme. Approximately 100 persons attended each conference. The annual Illinois State Finals Geography Bee was held in April with over 500 attendees. Three issues of the *Alliance Reporter* were circulated to approximately 4,000 people. Work continues on a prototype alternative assessment geography exam to be published by the Test Assessment Section of Illinois State Board of Education and used to assist local districts in developing alternative assessment tests.

12. Project Title: Leadership 2000: Preparing a Diverse Workforce for the 21st Century ** \$65,000

Applicant Institution: Kankakee Community College

Cooperating Institution(s): Governors State University and Olivet Nazarene University.

Synopsis: Kankakee Community College, in cooperation with Governors State University and Olivet Nazarene University, proposes to continue their collaborative relationship which began in fall 1995. This model project will continue to bring together faculty, administrators, and professionals in the community to assist underrepresented and diverse groups of students to complete associate and baccalaureate degrees through a planned continuum of educational activities. These individuals will continue to provide one-on-one academic support, early planning, and mentoring. This project will continue to address the educational needs of minorities and women over the age of 30 who are underrepresented in the workforce, and who have an interest in an associate or baccalaureate degree. One-on-one support and mentoring is provided by faculty, staff members, and professionals in the community. In addition, university partners in this proposed project work with the students in their first year at Kankakee Community College. This project will work with a cohort group of 50 students per year who have aspirations to complete a degree. Students in the project will be matched with a mentor. In addition, students in the project will attend transfer and job fairs at the College. The project has potential to increase the pool of qualified minority and female graduates to meet the future workforce needs in our society.

Evaluation: During the early part of fiscal year 1996, over 73 ethnically diverse students were identified for participation in the Leadership 2000 project. Presently, 35 students are active in the program and the project director meets with each student individually. The mentor list of 35 faculty and administrators has been compiled by the project director, the leadership development plan and commitments from contributors are in place, and the program is scheduled to begin in August 1996. A student tracking system has been developed and is being coordinated by the project director. Students are given mandatory placement tests for academic advising and are required to follow the guidelines of test results in order to avoid being placed in classes they are not capable of completing. Information also is collected on each individual student after each semester and is entered in the project data base for future analysis.

13. Project Title: Illinois Intergenerational Initiative ** \$55,000

Applicant Institution: Southern Illinois University at Carbondale

Cooperating Institution(s): American Association of Retired Persons, Association of Regional Superintendents, Chicago State University, Eastern Illinois University, Federation of Independent Illinois Colleges and Universities, Governors State University, Illinois Association of School Boards, Illinois Coalition on Aging, Illinois Community College Board, Illinois Community College Trustees Association, Illinois Community College Council of Presidents, Illinois Corporation for National and Community Service, Illinois Elderhostel, Illinois Principals Association, Illinois Parent Teachers Association, Illinois Retired Teachers Association, Illinois State Board of Education, Illinois State Library, Illinois State University, Northeastern Illinois University, University of Illinois System, Western Illinois University, Northern Illinois University, Southern Illinois University System, and state agencies including Aging, Alcoholism and Substance Abuse, Children and Family Services, Commerce and Community Affairs, Corrections, Mental Health and Developmental Disabilities, Public Aid, Public Health, and Rehabilitation Services.

Synopsis: The Illinois Intergenerational Initiative is a statewide project seeking to expand the involvement of older adults as mentors, tutors, advocates for education, and sharers of their cultural, work, and life experiences at all levels of education. Through bottom-up and top-down activities the project seeks to foster intergenerational alliances ranging from individuals--an educator, older person, and student--to coalitions that span the community and the state. Studies show that when older adults come to a classroom, younger students are more disciplined, more motivated, and more productive. The purposes of this project are to utilize retirees to increase retention of students on university and college campuses and to enhance intergenerational coalitions and partnerships, to establish a statewide intergenerational information system, and to involve older adults with young people through Intergenerational activities.

Evaluation: The Illinois Intergenerational Initiative is in its tenth year. Accomplishments for 1995-96 fall into three categories: (1) promoting involvement between generations, (2) promoting collaboration between organizations, and (3) serving as a clearinghouse for intergenerational information. The most important accomplishments in 1995 were the continuation of the Generations Connect roundtables and coalitions of LIFELONG Bridging Generations and other local intergenerational groups; outreach to school principals; publishing Intergenerational Week and an anthology, "A Basket Full of Memories;" establishment of a home page on the Internet; and survey of higher education institutions regarding involvement of older adults in postsecondary education. Finally, the information network acquires and disseminates information through traditional means, such as newsletters, publications, workshops, correspondence, personal contact, and most recently, through development of a site on the World Wide Web.

14. Project Title: Statewide Higher Education International Initiatives ** \$34,800

Applicant Institution: Southern Illinois University at Carbondale

Cooperating Institution(s): Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Southern Illinois University at Edwardsville, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign, Western Illinois University, the Federation of Independent Illinois Colleges and Universities, and the Illinois Consortium for International Studies and Programs.

Synopsis: The Illinois Consortium for International Education (ICIE) is a byproduct of prior international activities funded under the Higher Education Cooperation Act economic development grants. The ICIE's overall purpose is to strengthen international education

within public and private higher education institutions in the state of Illinois, in order to strengthen the international competency of the Illinois workforce and enhance Illinois' competitiveness in the global marketplace. The focus of the consortium is six strategic directions identified in the Five-Year Plan for the Internationalization of Public and Private Colleges and Universities of Illinois. They include: (1) international academic preparation of students; (2) building of partnerships between higher education, business, and government; (3) interinstitutional cooperation among all public and private Illinois postsecondary education institutions; (4) faculty development for international teaching, research, and public service; (5) competency-based foreign language instruction; and (6) international economic development.

Evaluation: The 12 public universities of Illinois have undertaken an effort to internationalize higher education through the establishment of the Illinois Consortium for International Education (ICIE). The ICIE submitted a proposal to the National Security Education Program (NSEP), which was subsequently funded, to provide minority and low-income students with an opportunity to gain language and international expertise. Students were immersed in a graduated, comprehensive two-year program which combined intensive language study, two intensive summer programs, day-long workshops, and will now culminate in a semester of study abroad. The project targeted minority and low-income students in Business and Education, two strategic disciplines which are traditionally underrepresented in international programs and which attract a substantial number of minority students. Students participated in day-long workshops each semester to gain international awareness, knowledge, and skill, and to enhance their self-confidence in the international arena. Each workshop had faculty lectures of international relevance and language instructors who assessed their progress at their home institutions and supplemented their language acquisition. The Mexico-bound students are to depart in July for Mexico City/Guadalajara to visit local industries, tour primary and secondary schools, and to participate in cultural excursions. Students traveling to Japan will leave in mid-August for the Southern Illinois University at Carbondale's program in Niigata, Japan.

15. Project Title: Community-Based Primary Care Medical Education - **\$40,000**
Phase III **

Applicant Institution: University of Illinois at Chicago

Cooperating Institution(s): Finch University of Health Sciences/The Chicago Medical School, Loyola University of Chicago/Stritch School of Medicine, Midwestern University/Chicago College of Osteopathic Medicine, Northwestern University Medical School, Rush University/Rush-Presbyterian-St. Luke's Medical Center, the University of Chicago/Pritzker School of Medicine, Southern Illinois University School of Medicine, Chicago Board of Health, Illinois Primary Health Care Association, Illinois Area Health Education Centers, and the Cook County Bureau of Health Professions.

Synopsis: The Chicago Area Primary Care Consortium (CAPCC) has received two previous years of support from the Illinois Board of Higher Education to develop multi-institutional programs among the seven Chicago area medical schools that encourage medical student interest in primary care careers. This work has included developing new primary care courses and conducting surveys of medical schools and primary care residency training programs to assess the extent and characteristics of primary care and community-based training. In the past year, a database has been developed on medical education outcomes that will describe the distribution of medical specialties that medical students and residents enter and complete. Overall, this work has received support and a high level of cooperation and collaboration from among the medical schools. This proposal requests a third year of support to continue the

development and institutionalization of new primary care courses, to further develop the database, and to explore several new areas of collaboration. The objectives for this third phase of the project are to: (1) expand the areas of collaboration among the seven Chicago medical schools; (2) support a collaborative project on clinical performance evaluation; (3) continue to support medical student interest in primary care careers and community-based practice; (4) conduct a survey of community health centers in the state to better understand their interest, capacity, and limiting factors in participating in medical student education and training; and (5) continue with development of the Illinois medical education and training outcomes database and to have this effort support the work of the Illinois Primary Care Medical Education Advisory Committee

Evaluation: Since September 1994, the Chicago Area Primary Care Consortium (CAPCC) has worked collaboratively with the seven Chicago area medical schools and Southern Illinois University at Carbondale's School of Medicine with a goal of increasing medical student interest in primary care careers and practice in underserved areas. During Phase I of the project, a survey of the seven Chicago area medical schools was completed. The major findings of the survey showed that limited opportunities among the schools for primary care and community-based medical education are currently available. Each Chicago area medical school has undertaken a reassessment of its curriculum with plans to expand programs in generalist training with an interest in developing more primary care and community-based teaching experiences. Several medical schools are recruiting practicing physicians to serve as mentors and preceptors in their longitudinal care programs. Each Illinois medical school has new program initiatives that support primary care educational opportunities. Two medical schools are establishing new Departments of Family Practice. A four-week primary care course in Women's Health was developed and has been approved for credit by six of the state's medical schools. Two other primary care courses are in the process of development: Adolescent health and a community-based primary care experience. Finally, the group served as cosponsor of a conference on health communities and worked with the Chicago Schweitzer Urban Fellows Program in offering 20 stipends to students in health professions to intern in a community agency.

16. Project Title: Center for Advanced Education and Research/Multi-University Center ** \$115,000

Applicant Institution: University of Illinois

Cooperating Institution(s): Northern Illinois University.

Synopsis: The Center for Advanced Education and Research (CAER) and the Multi-University Center serve as unique, complementary mechanisms linking business and industry with research-based university expertise to meet the advanced educational, research, and service needs of Chicago's high-tech corridor. In collaboration with the member institutions of the West Suburban Postsecondary Consortium, CAER provides access to high quality short courses, workshops, and seminars in research-based topics and seeks to respond to the problem-solving and technical assistance needs of the suburbs' business and industrial community. The Multi-University Center continues to coordinate and administer the efforts of its participating universities, Northern Illinois University and the University of Illinois in the west suburban area. The College of DuPage and Illinois Institute of Technology also offer courses at the facility. The University of Illinois Cooperative Extension also maintains an active presence at the Center. Northern Illinois University and the University of Illinois continue to offer graduate courses and degree programs in engineering, computer science, engineering technology, geoscience, and other programs to advance the economic well-being of this critical region of the state.

Evaluation: For several years, the Multi-University Center staff has done an excellent job of responding to corporate, association and citizen requests for information on the West Suburban Center's programs, courses and services. The Center draws its faculty from the participating institutions. During fiscal year 1996, 18 advanced seminars were organized under the Center umbrella that were conducted between March and August. At the Center, eight programs or courses serving 730 persons have been sponsored and supported. Additionally, through a combination of grant and institutional funds an upgrade of the Center's computer laboratory was completed. Further, 45 credit, degree-oriented courses were held in which 402 students were enrolled. The Center also met the needs of other university units at the graduate level by providing instructional or meeting space and a state-of-the-art computer laboratory. Adaptive Physical Education, Political Science, Mathematics and Geoscience from Northern Illinois University; Kinesiology, Nursing, Public Health and Pharmacy from the University at Chicago; and Food Science, Rehabilitation Education, and Library and Information Sciences from the University of Illinois at Urbana-Champaign are examples of academic units that have utilized the Center for various activities in the past year.

17. Project Title: Timely Degree Completion Strategies **

\$45,000

Applicant Institution: Western Illinois University

Cooperating Institution(s): Eastern Illinois University, Carl Sandburg College, Sauk Valley Community College, John Wood Community College, and Black Hawk College.

Synopsis: Western Illinois University and Eastern Illinois University, in a cooperative effort to strengthen the quality of an undergraduate education, have recognized that the length of time required to earn an undergraduate degree is a principle component of the overall affordability of higher education. In an attempt to meet the statewide objective of making an education more affordable, both universities have investigated the feasibility of completing a degree in no more than three years. It will be the purpose of this investigation to develop four strategies that continue to examine the feasibility of timely degree completion. Each strategy is premised on a different set of objectives and is designed for different target groups. Within the four strategies, special attention will be given to the expediency of advisement, reward of competency rather than time at task, and the improvement of minority completion rates. The four strategies to be developed included: (1) a plan to remove the barriers minorities face with regard to timely degree completion; (2) a plan which increases student retention and persistence rates from initial enrollment to graduation; (3) a plan to combine baccalaureate and master's program in selected disciplines; and (4) implementation of a plan which promotes dialogue between various individuals of public universities who are experiencing similar problems.

Evaluation: Western Illinois University, in cooperation with Eastern Illinois University has established four strategies in the Timely Degree Completion Strategies project to facilitate the purpose of the project. The four are: a plan promoting the currently available strategies minimizing the time at task; a three-year plus one year plan of studies to accomplish both a bachelor's and master's degree for selected Honors students; an individualized program design structured around core classes and self-paced learning strategies; and a six-semester articulation plan between selected community colleges and upper division schools. Key accomplishments for the first year of funding for this project include the development of brochures for parents and counselors emphasizing sequencing of high school coursework, pre-college testing, and competency-based assessment; the preparation of self-check listings for use by students and advisors to facilitate timely degree completion; teleconference sessions between the two universities to formulate strategies, methodologies, and processes to promote timely degree completion; and the identification of barriers that hinder timely degree

completion. A profile of students who complete their degree in a timely fashion has been composed and a sample of curriculum tracks for selected disciplines has been developed. Additionally, the HECA project has provided opportunity on both the Eastern and Western Illinois University campuses for productive dialogue on the focus of the grant.

Total Interinstitutional Projects

\$1,800,000

II. Minority Educational Achievement Projects

1. **Project Title: The Elgin Community College Youth Leadership Academy**

\$62,500

Applicant Institution: Elgin Community College

Cooperating Institution(s): Northern Illinois University

Synopsis: Funds are requested to support this project which provides group and individualized academic, social, and cultural experiences to better prepare at-risk youth for leadership roles in college and the community. Basic activities will include academic and enrichment classes, workshops, academic summer camps, family-centered activities, individually custom-tailored activities, service learning/community activities, mentoring and work experiences in field(s) which match the students' interests and aptitudes. Students and their families also will be given a home computer funded from private donations, to assist with homework assignments, computer training, and provide access to electronic data bases. The students served will be low-income seventh grade youth (at least 80 percent minority), living in neighborhoods with documented gang presence. In year one, it is expected that of the 20 initial students, there will be 10 Hispanics, six African-Americans, and four Caucasians. Over a period of six years, the project will serve a continuum of 120 eligible seventh through twelfth grade students. After the sixth year, the first group of 20 will enroll at Elgin Community College and receive tuition-free instruction and support services until their transfer to a four-year baccalaureate institution. The entire program can be described as an articulated program of 6+2+2. The project's core curriculum develops basic academic leadership, critical thinking, problem-solving, conflict-resolution, self-esteem building, and communication skills. Co-curricular activities include small- and large-group sessions and seminars, service learning projects, and customized enrichment activities that will enable students to overcome real and perceptual barriers to their self-fulfillment.

2. **Project Title: Project HOPE: Hispanic Opportunity and Personal Enrichment**

\$38,000

Applicant Institution: William Rainey Harper College

Cooperating Institution(s): Northern Illinois University and University of Illinois at Chicago.

Synopsis: This proposal requests funding to increase the enrollment of Hispanic students at Harper College by at least six percent each year until the proportion of enrollments of Hispanic students reflects the proportion of Hispanics in the area's population. Increased awareness and interest among Hispanic middle and high school students and their parents in pursuing postsecondary education and training is the objective. A program of transition services will be established to help Hispanic students readily move from high school to college and from Adult Basic Education and English-as-a-Second-Language classes to regular college courses. Student success will be measured by course completions, grade point averages, graduate rates, and transfers to four-year institutions.

3. Project Title: Mathematics Enrichment Program \$37,000

Applicant Institution: Robert Morris College

Cooperating Institution(s): University of Illinois at Chicago.

Synopsis: Robert Morris College and the University of Illinois at Chicago are requesting funding to initiate a partnership with four additional Chicago public schools based on a successful pilot project the two institutions have conducted with one Chicago public grammar school in the 1994-95 and 1995-96 academic years. The project proposes to provide supplemental/enrichment mathematics classes for 100 eighth graders. The selected schools reflect the ethnicity of urban Chicago. The students served by the grant project are expected to be 50 percent Hispanic, 30 percent Afro-American, and 20 percent Caucasian/Other students. The rationale for the project is that many Chicago elementary schools do not offer Algebra in their mathematics curriculum due to budget constraints. A systemwide weakness in mathematics is demonstrated by Chicago public school students' performance in the Illinois Goals Assessment Program; only 50 percent of eighth grade students meet standards for mathematics. Through HECA support, participants in the proposed project will have the opportunity to enroll in Algebra or in Transitional Mathematics. The goal for those taking Algebra is to be qualified for mathematics placement when entering high school. Transition Mathematics students are to improve their understanding of mathematics, overcome "mathematics anxiety," and develop more self-confidence.

4. Project Title: Partnership for Academic Skills Enhancement (PASE) ** \$75,000

Applicant Institution: Chicago State University

Cooperating Institution(s): Harold Washington College, Kennedy-King College, and Olive-Harvey College of the City Colleges of Chicago.

Synopsis: The Partnership for Academic Skills Enhancement (PASE), established in 1992, is designed to improve undergraduate education through cooperation between Chicago State University (CSU), the Chicago Public Schools, and three of the Chicago City Colleges. Specifically, the purpose is to enhance the academic success of students from underrepresented groups, and thereby help increase their participation in higher education. Funds requested will focus on two activities started during the previous years of the project. Specifically, the project will: (1) conduct an enhanced Summer Bridge Program which includes workshops in English, mathematics, and reading for 300 entering freshmen and community college transfer students to improve basic skills; and (2) extend the general Transfer Assurance Plan implemented during previous years to the CSU education, business, and nursing bachelor's degree programs. The main goal of PASE is to offer an integrated approach to improve undergraduate education, enhance the academic success of underrepresented students, and develop articulation arrangements to ensure the transferability of Chicago City College students who enroll at Chicago State University.

Evaluation: During fiscal year 1996, CSU, through the Partnership for Academic Skills Enhancement program, produced a mathematics workshop for community college students conducted via teleconference during the spring semester. The workshop was taught by a CSU mathematics instructor and was televised from CSU to three community colleges one day a week. Approximately 40 students participated. The PASE program continued to engage in other activities that included: (1) pre-college academic enrichment initiatives with the Chicago Public schools involving five high schools from which CSU draws most of its first-time freshman students (Chicago Vocational High School, Corliss High School, Julian High School,

Morgan Park High School, and Kelly High School); (2) development of articulation arrangements with the four Chicago community colleges with the largest number of transfer students into CSU (Olive-Harvey College, Kennedy-King College, Harold Washington College, and Malcolm X College); and (3) expanded academic support systems at CSU as part of the university's developmental program.

5. Project Title: Project Excel ** \$50,000

Applicant Institution: Danville Area Community College

Cooperating Institution(s): Eastern Illinois University

Synopsis: Project Excel is a school/community educational program that was developed to foster the success and retention of minority middle school and high school students. Project Excel will continue to focus on raising the academic skills and improving self-esteem of 75 students from the Danville Consolidated Schools District #118. Funds are requested to continue to: (1) encourage and support the development of study and academic skills in the disciplines of communication, mathematics, and science for targeted middle and high school students; (2) encourage and strengthen parental involvement; (3) assist teachers in addressing and meeting the diverse cultural needs of minority students; and (4) establish a positive peer support group. All of the objectives emphasize that the students complete high school and enroll in an institution of higher education. The basic activities of the program are academic tutoring, mentoring, job shadowing, parent/student workshops, and other enrichment activities.

Evaluation: Forty middle school students from Danville schools were identified through home visits with their parents for participation in Project Excel. Parents were encouraged to take an active role while their child participated, and were required to sign a contract to demonstrate support and commitment to the program. These students were enrolled in existing tutoring programs at three sites in District #118. Students attended workshops on self-esteem, growth management, time management, interpersonal awareness, assertiveness training and ethics. They visited Eastern Illinois University and took a cultural trip to Memphis, Tennessee, traveling back in time to the Civil War Days, the Reconstruction Era, and the Civil Rights Movement. Targeted students were sent to the Project Excel Summer Enrichment Program, which focused on individual student academic achievement in the disciplines of written communication, mathematics and science. Twenty students are being targeted for enrollment in "College for Kids" at Danville Area Community College. "College for Kids" is designed to provide hands-on in-depth exploration in specialized fields of knowledge, provide challenging experiences that promote creativity and broaden interests.

6. Project Title: Minority Teacher Identification and Enrichment Program ** \$100,000

Applicant Institution: Eastern Illinois University

Cooperating Institution(s): Belleville Area College, Danville Area Community College, Elgin Community College, Kankakee Community College, Metropolitan Community College (formerly State Community College), and Waubesa Community College.

Synopsis: Eastern Illinois University proposes to continue working with the network of chapters of the Minority Teacher Education Association (MTEA). Completing its third year, the organization has proven successful in identifying potential teachers among minority students at cooperating community colleges and feeder high schools. The goal of this project is to increase the number of minority teachers in Illinois. Minority Teacher Education Clubs were formed at Eastern Illinois University, five community colleges, four high schools and five

middle schools. The program proposes to continue as it is currently designed and to rely on participating faculty from each educational level to assist in recruiting students.

Evaluation: A 20-member advisory board was established to assist in the development and implementation of local MTEA chapters. Minority Teacher Education Associations were formed at Eastern Illinois University, five community colleges, four high schools, and five middle schools with approximately 280 student members. The racial composition of student participants included 260 African Americans, 15 Hispanics, one Native American, one Indian, one Caucasian, and two Asian Americans, for a total of 280 students. Specific activities accomplished by the Minority Teacher Identification and Enrichment program (MTIEP) included identifying and training student mentors from the MTEAs, developing and supervising mentor/mentee and tutorial relationships, and providing information on transfer, articulation, academic advisement, financial aid, and other pertinent topics. In fiscal year 1995-96, 27 students were members of the Eastern Illinois University MTEA chapter. Twelve students were trained to be student mentors/tutors and assisted community college students and university freshmen and sophomores in mathematics, communication skills, English composition and other subjects. Three MTEA members who graduated are currently employed in Illinois. Since the beginning of the MTEA program in feeder schools, 14 students made the Improvement Honor Roll and four students made the High Honor Roll. The 1995 MTIEP Summer School program provided 50 students with instruction in mathematics, English composition, reading, computer science, art, drama, music, and science and involved educational trips to Lincoln historic sites, the St. Louis Science Center, the Chicago Museum of Science and Industry and Shedd Aquarium.

7. Project Title: The Percy Julian Project ** \$75,000

Applicant Institution: Eastern Illinois University

Cooperating Institution: Lake Land College

Synopsis: This project is a long-term cooperative effort among Eastern Illinois University, Lake Land College, and 11 Illinois high schools: Percy Julian High School, Lindblom Technical High School, Morgan Park High School, Champaign Central High School, Champaign Centennial High School, Urbana High School, Decatur MacArthur High School, Decatur Eisenhower High School, Stephen Decatur High School, Danville High School, and East-St. Louis-Senior High School. The project has been improving the general academic preparation of minority junior high and secondary school students and increasing their awareness of and interest in postsecondary education. Students from the 11 cooperating high schools attend a five-week on-campus experience specifically tailored to enhancing their preparation for entering baccalaureate programs while earning credit-in-escrow for their coursework. Eighth grade students attend a two-week, on-campus program designed to improve their overall academic skills, motivate them to enroll in college-preparatory courses, and provide them with an incentive to attend college after graduating from high school.

Evaluation: During the past eight years of funding for the Percy Julian project, three hundred and sixty-five (365) seniors have participated in the program. Seniors attended university classes for five weeks during the summer, earning credit-in-escrow for successful completion of these courses. Over the years, the curriculum has evolved so that students now take a basic core of mathematics, english and physical education courses. The combined GPA for these 365 students is 2.72 on a 4.00 scale, with students earning an average of 5.0 semester hours of college credit-in-escrow for their work. Matriculation data indicate that of the students who completed the Percy Julian Program, over 91 percent have gone on to enroll in institutions of higher education. Fifty-one students have enrolled at Eastern Illinois

University. The Percy Julian Project for 1997 will see the ninth group of freshman invited to campus for a two-week session of integrated coursework in mathematics, social studies, computer programming, creative writing, journalism, desk-top-publishing, and speech. During the first seven summers, 433 freshmen have completed the summer program. Current data indicate a majority of these students are enrolled in college preparatory mathematics and English, with some students enrolling in advanced mathematics and English classes. The enthusiasm level of the freshman who attend the summer program is overwhelming and many of them indicate a desire to return in three years to participate in the senior phase of the project.

8. Project Title: Project HOPE: Partnership for Hispanic Opportunity 92,600
Program Enhancement **

Applicant Institution: Governors State University

Cooperating Institution(s): Prairie State College.

Synopsis: Governors State University, in cooperation with Prairie State College, is seeking a grant to expand and improve the Hispanic Opportunity Program Enhancement (HOPE) in the southern suburbs to address the underrepresentation of Hispanic students in higher education. There are more than 2,000 Hispanic junior high and high school students in the Prairie State College district who are eligible to participate in a pre-college academic enrichment initiative. Hispanic students make up more than one-third of the student enrollment in some of these district schools. However, the percentage of Hispanic students who graduate from high school is lower than any other racial/ethnic group. The overall goal of this project is to improve the general academic preparation of Hispanic secondary school students and increase their awareness of and interest in higher education. The project's other objectives are to: (1) increase the retention and graduation rate for Hispanic high school students; (2) improve and strengthen the basic skills (reading, mathematics, and English) of Hispanic secondary school students; and (3) encourage and increase their participation in higher education.

Evaluation: During the second year of Project Hope, a total of 154 students have joined the program. Of that number, 150, or 97 percent, were promoted or graduated in May 1996. Of the 37 seniors in the program, 36 will graduate and 25 will attend college in fall 1997. More than 200 students and parents attended the first annual student recognition banquet, where each student received one or more certificates in recognition of his or her accomplishments in school and in the community. Graduating seniors received a special gift donated by the Governors State University Alumni Association. Between July 1995 and May 1996, students attended a number of academic skills sessions, in-school tutoring sessions, workshops, cultural programs, and educational trips. Academic skills sessions in mathematics, reading and writing were offered once a month for a period of three hours each. Other workshop topics included study skills, test-taking skills, career awareness, cultural awareness, college planning, ACT preparation, financial aid/scholarships, and leadership skills development. Two cultural events attracted more than 200 people. It is anticipated that a new group of at least 100 students enrolled in grades six, seven, and eight will join the program in September 1996. All students are paired up with a mentor and 96 community members were recruited to serve as mentors this year. Mentors are faculty, staff, students, alumni, and business professionals or community members.

9. Project Title: Minority Achievement Team (MAT) ** \$50,000

Applicant Institution: Highland Community College

Cooperating Institution(s): Northern Illinois University and Western Illinois University.

Synopsis: The Minority Achievement Team (MAT) project is requesting funding to encourage African-American students to become more responsive, continue in school, and aspire to higher education. Highland Community College and its partners will continue to address this objective through the planning, design, implementation, and evaluation of the structured program designed to teach students that academic achievement is within their grasp. This project will combine the talents of successful African-American community college students, university students, and community professionals with those of classroom teachers and established university programs aimed at this population. The project will focus initially on 30 African-American students in grades five and six and the target group will be followed through grades seven and eight. The project will expand to include 15 new students enrolling in grade five. After completing this project, these students will be linked with appropriate educational and community support services. The major objectives of the MAT program are to: (1) develop an Individual Education Plan for each student participant, (2) improve the academic skills of that participant, (3) develop participants' motivation to continue their education through high school and into higher education, (4) involve the parents in the active education of college and career choices of their children, (5) increase the participants' knowledge of college and career choices, (6) provide exposure to cultural and social activities with which participants can relate and that will positively influence their choices, and (7) provide models of success for participants.

Evaluation: During fiscal year 1996, 28 fifth and sixth graders were selected to participate in the Minority Achievement Team project. During the course of the school year, tutor/counselors met with teams of students to review homework assignments and provide assistance with studies. These meetings were scheduled twice a week for 45 minutes a session, during the school's academic advising period. The tutors also met with the participants during one lunch period each week to review career choices and academic goals. Many of the teachers of these participant students expressed a noticeable improvement in academic achievement and initiative, particularly in taking mathematics and science courses. The group spent two days at Camp White Eagle in Adeline, Illinois, where they were engaged in a variety of team building activities and presented with many different challenges towards building trust, self-esteem, team support and decision making. Participants visited Northern Illinois University for an African-American Leadership conference. They also visited the University of Illinois, attending a spring graduation celebration honoring over 250 African-American students. The project will conclude in August with the completion of the summer on-campus activity program, review of Individual Education Plans, and the week-long Mathematics and Science Initiative at Western Illinois University.

10. Project Title: Joliet Area Mathematics, Science, and Computer Educational Enrichment Program (JAMSCEEP) ** \$100,000

Applicant Institution: Joliet Junior College

Cooperating Institutions: College of St. Francis and Lewis University.

Synopsis: Joliet Junior College, in cooperation with Lewis University and the College of St. Francis, proposes to continue the Joliet Area Mathematics, Science, and Computer Educational Enrichment Program (JAMSCEEP) for 80 minority and underrepresented junior and senior high school students. All junior high and high school students in the Joliet Junior College District are eligible for participation. The program features a 24-week Saturday program during the academic year and a six-week summer workshop designed to strengthen the students' academic and career planning skills. Both academic and summer components

will include three instructors, one each from Joliet Junior College, Lewis University, and the College of St. Francis, who are responsible for developing and teaching the following courses: mathematics, computer science, natural and physical sciences, and engineering. One career counselor is available during the academic year, and five tutors will assist students with academic problems, as well as provide them with a positive role model. Parental involvement is encouraged through Parent Effectiveness Workshops with the goal of preparing students to enter baccalaureate programs.

Evaluation: During the 1995-96 academic year, JAMSCEEP served a total of 71 minority junior and senior high students. The students received instruction in business administration, critical thinking, English grammar, English literature, mathematical concepts and applications, and physics. They spent an average of nine hours on homework per week. Eighty-two percent of the student-participants received scholastic honors at their respective schools. Four percent earned grade point averages of 4.0 on a 4.0 scale, 66 percent 3.5 or greater, and 12 percent 3.0 or better. A computer camp also was held during the month of June. Educational trips for the year included visits to various colleges, scientific sites, and enrichment centers (e.g. Chicago Art Institute, Motorola, and the Museum of Science and Industry). Participants enrolled in JAMSCEEP for one year or more scored 2.0 grade levels higher on the Comprehensive Test of Basic Skills than on their initial test. In spring 1996, 43 JAMSCEEP participants graduated from high school.

11. Project Title: The University Scholars Program ** \$140,000

Applicant Institution: Northeastern Illinois University

Cooperating Institution: Roosevelt University.

Synopsis: Northeastern Illinois University and Roosevelt University propose the continuation of an enrichment program for 150 college-bound students: 60 students from Lake View High School, a predominantly Hispanic school; 50 upper-grade participants from Melville W. Fuller Elementary School, a predominantly Black school; 10 students from Blaine Elementary School; and 30 students from Hubbard High School. The goal of this project is to promote college as a viable option for minority students and lay the groundwork for success among minority students who aspire to college, but whose academic records may be marginal in terms of meeting college admission requirements. Students are to receive instruction focused on study skills, critical thinking, career planning, and academic skills through: (1) a Saturday component at the colleges, (2) enrichment classes in the schools, (3) a Career Exploration Internship for participating upperclassmen, (4) in-school tutoring, and (5) interactive workshops for parents. A system also has been developed to monitor the post-high school experiences of project graduates. These continuing cooperative efforts will serve as a source for the design of a wide range of program components for minority elementary and high school students and will be available for dissemination to other college-bound programs throughout the state.

Evaluation: Last year, 60 Hispanic and African-American students participated in the University Scholars' Saturday Program, receiving three and one-half hours of workshop sessions for the first 10 weeks. Seventh, eighth, and ninth graders participated in classes focusing on study skills and writing. Sophomores received instruction in mathematics and writing. Juniors and seniors attended classes in preparation for the ACT and workshops on college admissions procedures, application processes, and financial aid programs. These classes took place at the Northeastern Illinois University campus. The second half of the program was offered at Roosevelt University for ten weeks on Saturday. Seventh and eighth graders receive writing and science instruction, freshmen took writing and drama, sophomores

took writing and speech, and juniors and seniors received pre-employment and communications workshops and college test preparation classes. Students also attended several cultural enrichment activities. Since October 1995, advanced peer tutors offered eight hours a week of academic support for University Scholars participants, providing tutoring, mentoring, and counseling. Students took trips to Northeastern Illinois University, Roosevelt University, Illinois Institute of Technology, and the University of Illinois at Urbana-Champaign. In addition, 15 juniors and seniors were placed in internships where they work 10 hours a week and have a ten-week appointment. This year's companies providing internships include: St. Elizabeth's Hospital, Cook County Bar Association Community Law Project, Inc., Department of Immigration and Naturalization Service, Cook County Hospital, Northeastern Illinois University's Child Care Center, the Albany Community Center and a Community based project titled Developing Communities Project.

12. **Project Title:** Project First Class ** **\$50,000**

Applicant Institution: Rend Lake College

Cooperating Institution(s): Southern Illinois University at Carbondale and Southern Illinois University at Edwardsville.

Synopsis: Rend Lake College proposes to improve academic skills and the self-esteem of approximately 200 minority elementary, junior high, and senior high students in the Mt. Vernon school districts. The Project is to serve students who have the potential to do college work and encourages these students to complete high school and attend college. The emphasis is on professional tutoring, parental development and involvement, role modeling, peer mentoring, and academic and enrichment activities to increase student success. The project's major objectives are to: (1) improve students' science, mathematics, reading, writing, and computer skills; (2) expose students to exemplary role models, a broader cultural perspective, and career exploration; and (3) involve parents in the students' educational programs and improve the parents' academic, tutoring, and counseling skills.

Evaluation: This past year, 207 African-American elementary, junior and senior high-school students, eight Hispanic students and eight white, non-Hispanic students participated in this multifaceted program. Participants attended professional tutoring sessions, academic skills classes and motivational meetings. Ninety-four students participated in college preparation courses and 31 took the ACT or PSAT. Two campus visits, to University of Illinois and Southern Illinois University, were attended by 47 students. Over 100 parents were involved in town meetings and "Friends of Youth" workshops. Of the 22 minority graduates of Mt. Vernon High School in 1996, 16 are Project First Class participants. Fourteen of the 16 will be college freshmen in fall 1996; the remaining two will enter the Armed Services.

13. **Project Title:** College Futures Program ** **\$65,000**

Applicant Institution: Richland Community College

Cooperating Institution(s): University of Illinois at Springfield.

Synopsis: Richland Community College, with the cooperating institution of the University of Illinois at Springfield, proposes the continuation of a successful motivational program designed to inspire underprepared, yet promising, minority high school students to enter higher education. Further, it also proposes the continuation of a successful program designed to enhance the academic and leadership skills of high-achieving minorities in the seventh and eighth grades. A component of the project includes work with high school minority males

who are "at risk of discontinuing their education" but have the potential to succeed. If funded, 155 students (25 freshmen, sophomores, and juniors; 100 seventh and eighth graders; and 30 "at risk fifth through twelfth graders) will be selected to participate in this year's program. They will receive intensive instruction to develop skills in college-level reading, writing, and mathematics during the academic term, on Saturdays, and over the following summer. Also, "peer counseling," career development, mentoring, and financial resources awareness will be part of the program. Twenty middle and high school teachers will be chosen to receive in-service training on how to effectively assist these students in becoming better achievers and improve their skills.

Evaluation: In academic year 1995-96, 155 minority high school, middle school, and elementary school students participated directly in this program, although more than 550 students benefited from the program through peer counseling and two major conferences. Activities included tutoring in reading, writing, chemistry and mathematics and resulting in significant gains in student grades. Students attended the African-American Male and/or African-American Female conferences sponsored by the College Futures program and community and business members, and participated in self-esteem building exercises, received instruction in study skills and test taking. Several college campuses were visited, including Millikin University, Richland Community College, Howard University and LeMoyne Owen College. High achieving seventh and eighth grade minority students from all three Decatur middle schools serve as Peer Counselors and developed study groups. These students interact weekly with their school counselors/advisors and deal with issues of how to cope with peer pressure, and expectations. These students also met with role models including guest speakers at conferences they attended and African-American legislators. In the Minority Males at-risk portion of the program, 30 young males participated in study sessions, visited African-American businesses, interacted with minority male role models, and attended a graduation ceremony at Richland Community College. College Futures alumni are continuing to return to the community and parents continue to be actively involved in various program activities.

14. Project Title: Project ASPIRE **

\$40,000

Applicant Institution: Southeastern Illinois College

Cooperating Institution(s): Southern Illinois University at Carbondale.

Synopsis: Project ASPIRE is a cooperative effort between Southeastern Illinois College, Southern Illinois University at Carbondale, and two public school districts--Carrier Mills-Stonefort Unit School District #2 and Harrisburg Unit School District #3. The project continues to serve approximately 90 minority students, grades pre-K through 10. Emphasis of the academic-year program is placed on professional tutoring in academic areas, skill building through workshops, and parental involvement. The summer program focuses on academic achievement and personal development. The overall goal of the Project is to aid participants in acquiring the study skills, self-esteem, and knowledge base necessary to achieve academically on the postsecondary level.

Evaluation: In fiscal year 1996, 80 minority elementary students received tutoring in academic skills and instructional sessions on good study habits in the Learning Center or in classrooms during the school day. In addition, a club was formed at the local high school in Harrisburg that focused on community service, one such service being elementary school tutorial services. There were three weekly workshops available for students to attend to increase academic skills, career awareness, ethnic appreciation, critical thinking and problem solving skills, mentoring and counseling. Dr. Norman Greer from Eastern Illinois University conducted two multicultural communication workshops with the Harrisburg High School students to bring

together the students of differing multicultural backgrounds and lead them in discussing how to communicate more effectively in a multicultural environment.

15. **Project Title:** Southern Illinois Regional Career Preparation Program ** **\$75,000**

Applicant Institution: Southern Illinois University at Carbondale

Cooperating Institutions: John A. Logan College and Shawnee Community College.

Synopsis: Southern Illinois University at Carbondale, in cooperation with John A. Logan College and Shawnee Community College, will continue operating a comprehensive, academically based, regional pre-college career preparation and planning program for 150 minority students in grades six through twelve residing in Alexander, Jackson, Johnson, Massac, Pulaski, Randolph, Union, and Williamson counties. The program will offer extensive career awareness, exploration and instruction in computer science, mathematics, oral and written communication, study skills, self concept development, social and personal development skills, and multicultural awareness. The program includes parental involvement, tutoring, enrichment activities, and assistance to improve basic skills. It will offer participants information on state high school requirements, university and college admission requirements, academic expectations, and financial aid. The program also will provide follow-up academic services and support to former Southern Illinois Regional Career Preparation students. Services provided to graduates of the program will include career planning, preparation for standardized college admission examinations, and information on how to apply for college and financial aid.

Evaluation: The major activities for the Career Preparation Program occurred during the summer component. Considerable program activities and achievements occurred during the monthly seminar component which accommodated 238 students. During the past year, 207 sixth through ninth grade students from Carbondale, Sparta, Murphysboro, DuQuoin, and Colp actively participated in the monthly seminars. An additional 31 students from Rend Lake College participated in the monthly seminars. Further, students from the minority program sponsored by Southeastern Illinois College also participated in four workshops. The monthly seminar generally followed the schedule to accommodate student needs and interests. Each of the monthly seminars were evaluated by students. Feedback obtained for the evaluation was used to help plan and improve future seminars and is considered in preparing the summer program. Participants also were administered several questionnaires to assess the student's future career plans, preferred college and university choice, intended major, and student's knowledge about careers and career-related areas.

16. **Project Title:** Midwest Engineering and Science Associate Pre-College Program ** **\$32,000**

Applicant Institution: Southern Illinois University at Edwardsville

Cooperating Institution(s): Lewis and Clark Community College.

Synopsis: This project seeks to acclimate and introduce underrepresented ethnic minority and economically disadvantaged majority middle school students to engineering and science careers through hands-on scientific activities. Participants perform engineering and science-related experiments and the projects focus on basic analytical concepts. Technical reports are required from each participant each session to strengthen writing skills and simultaneously reinforce technical and scientific knowledge acquired. The clientele served reside in Madison and St. Clair counties. Approximately 70 middle school students are served during this grant

period (approximately 70 percent Black, 20 percent Hispanic, 10 percent economically disadvantaged majority students). This project is designed to provide enrichment activities which will enhance career exploration in these areas for students prior to high school enrollment. The exposure helps each participant select the proper high school course of study necessary to perform adequately for entrance into college-level programs in engineering, science, and mathematics.

Evaluation: During fiscal year 1996, 66 middle school students ranging from seventh through ninth grade participated in the Midwest Engineering and Science Associate Pre-College Program (MESA) project. Participants performed engineering and science related experiments within controlled laboratory environments, utilizing algebraic analytical concepts. The program was divided into two phases, one for St. Clair County and the other for Madison County. During each phase, seven Saturday sessions were held. The program provided the participants with minority engineering and science student role models and introduced them to professionals in the engineering, science, and mathematics professions. The areas of focus for the program were in aerodynamics, chemistry, computer-aided drafting, computer integrated manufacturing, and electrical engineering. Student participants were given the opportunity to "surf the internet" and visit educational and commercial Web sites. Both MESA groups visited the St. Louis Science Center.

17. Project Title: Project GAIN (Get Ahead in Nursing) ** \$95,000

Applicant Institution: Southern Illinois University at Edwardsville

Cooperating Institution(s): Rend Lake College and Metropolitan Community College (formerly State Community College).

Synopsis: This project encourages culturally diverse disadvantaged minority students of all ages to select a career in health care, especially nursing. This is done through the coordination of regional efforts that identify, recruit, and select such students to participate in educational and social activities that broaden their knowledge of and experience with health care occupations. Efforts are made to enhance the academic and social perspectives of culturally diverse disadvantaged minority high school students who have already selected nursing as a career so they are able to enter and successfully complete a two- or four-year program in nursing. Networking efforts between the high schools, community health care agencies, and the university provide hands-on experience that assist students in selecting health care careers. The program provides activities that increase the social interactions of student participants in high school Future Nurses' Club and provides other networking activities with community colleges and universities, parents, teachers, and community groups.

Evaluation: Since the program's inception, the membership in Project GAIN increased on both college campuses, as well as in 12 high schools. Minority student membership in the Future Nurses' Clubs at the high schools has increased going from 219 members in 1994-95 to 236 members in 1995-96. Overall membership in Future Nurses' Clubs over the last year has increased by 22 percent from 444 to 544 students. There were four male students (an increase of 50 percent) admitted to the college component of Project GAIN during the 1995-96 academic year, and these students also participated in the mentoring of other high school males during the previous academic year. In 1995, two minority male students completed their program of nursing at Southern Illinois University at Edwardsville and passed the NCLEX-RN exam to become licensed registered nurses (RNs). One of the minority male students accepted a nursing position on a reservation of Native Americans with the stated intention of establishing a networking organization to assist Native Americans in preparing for a career in nursing. The academic progress of other students in the program also was monitored.

The 85 pre-clinical and clinical students at Southern Illinois University at Edwardsville maintained satisfactory GPAs or increased their academic standing. The 10 pre-clinical students at State Community College achieved above average grades. The high school students continued to improve their GPAs throughout the academic year. Over the three-year period, 210 participants graduated from high school and 35 entered college. There were 103 students admitted to the Summer Nurse Camp (SNC) for 1995. A copy of the entire Summer Nurse Camp program, in which students participate in a highly structured, academically rigorous program at four levels, was presented to Loyola University to be used as a model for them to develop their own SNC program.

18. Project Title: Consortium to Enhance College Attendance ** \$75,000

Applicant Institution: University of Illinois at Chicago

Cooperating Institutions: Olive-Harvey College of the City Colleges of Chicago and COMPRAND, Inc.

Synopsis: Funding for this project is requested to combine the capabilities of the participating institutions and organizations to increase the number of minority students at Chicago public high schools who complete high school and enroll and succeed in higher education. The Consortium supports minority students in grades nine through 12 at Englewood, Fenger, Harper, Hyde Park, and Tilden high schools. These students are of average or above-average ability and might not attend a college or university without encouragement and intervention. The Consortium helps organize teams of participating institutions of higher education, the community members, and human service providers in order to build leadership and success. This coming year the project will continue to focus on developing good social skills in addition to the on-going emphasis on academic preparation.

Evaluation: In its fourth year of operation, the Consortium to Enhance College Attendance (CECA) program included minority high school students from Englewood, Fenger, and Tilden high schools. The induction was held at Olive-Harvey City College and a new honorary sponsor, Mrs. Gwendolyn Hughs, a chemical engineer, was present representing Fenger High School as an alumnae. Thirty students visited 15 midwest colleges during spring break. Seventy-seven students received college counseling using the updated Peterson College Selection software. ACT classes were held continuously throughout the year on Saturdays at Olive-Harvey College. The College also provided campus visits and scholarships to qualified CECA students. Other activities included visits to Maxwell House and two college fairs. In cooperation with Future Teachers, some CECA students served as counselors and tutors in elementary and high schools.

19. Project Title: Hispanic Mathematics/Science Education Initiative ** \$145,000

Applicant Institution: University of Illinois at Chicago

Cooperating Institution(s): Malcolm X College of the City Colleges of Chicago.

Synopsis: This proposal continues a cooperative initiative involving the University of Illinois at Chicago, Malcolm X College, and Benito Juarez and Roberto Clemente high schools which provide an Early Outreach Program designed to increase the number of Latino students prepared to enter health careers and professions. The objectives of the project are to: (1) prepare a cadre of eighth graders to enroll in the program's four-year high school mathematics and science program; (2) reinforce/supplement the students' home-school learnings of science, mathematics, reading, and composition; (3) begin early socialization of

students to the college environment; (4) provide information and counseling to the students' parents to better prepare them for supporting and encouraging the students' academic and career endeavors; (5) provide exposure to careers in science, mathematics, and the health professions; (6) facilitate the development of the students' interpersonal and group social skills; and (7) provide students an opportunity to develop relationships and linkages with positive role models. The project will provide supplemental academic support to students in mathematics, science, reading, and composition and facilitate the students' transition from high school to college. The project also provides tutoring in all subject areas; linkage with mentors; and support for both students and parents through the project's Parent Network. The program will serve 187 students during the school year in eighth through twelfth grade; 98 percent of the students are Latino, two percent are African-American.

Evaluation: The Hispanic Mathematics and Science Education Initiative (HMSEI), a collaborative educational enrichment program of the University of Illinois at Chicago, Malcolm X College, Benito Juarez High School, Clemente High School and feeder schools, provided continued support to program participants, improved school grades and test scores, provided socialization to a college environment and facilitated the transition from high school to college. All HMSEI teachers of mathematics, science, and English, were Latino, bilinguals from diverse backgrounds. Each understands and acknowledges the lack of representation of minorities at postsecondary institutions and hence, does his or her best to provide a curriculum that will meet the needs of these students. The academic enrichment classes for HMSEI participants are allotted to include one hour each of English, mathematics and science instruction, and student participants are divided by grade level. Students take several educational trips throughout the academic year, learning to understand their newly acquired knowledge in different contexts. Between the academic, career awareness, and field trip opportunities, students broadened their perspective of the world. Of the first cohort of 54 students, nine are going to college.

20. **Project Title:** Project AIM: Awareness/Intervention/Motivation ** **\$50,000**

Applicant Institution: University of Illinois at Chicago

Cooperating Institution(s): Malcolm X College of the City Colleges of Chicago.

Synopsis: The University of Illinois at Chicago's (UIC) College of Architecture and the Arts, in collaboration with Malcolm X College, seeks continued support for a partnership program titled "Project AIM: Awareness/Intervention/Motivation. Project AIM serves three Chicago public high schools: David G. Farragut, Stephen T. Mather, and Dr. Martin Luther King. This partnership conducts activities to improve the high school retention and graduation rates, improve academic skills, and prepare students for postsecondary education. Through a free Saturday academic program, the institutions seek to raise the persistence rate of high school students. Both UIC and Malcolm X College have appropriated resources and staff time to the project. Both schools offer valuable intellectual and physical resources, as well as fiscal and administrative expertise, that supports this academic opportunity. The partnership aims to combine institutional leadership with local expertise, for a "postsecondary pipeline" for the participants.

Evaluation: Since the Illinois Board of Higher Education and the College of Architecture and the Arts began Project AIM in 1994, all nine seniors from AIM's 1994-95 program year graduated from high school. Five of these students went on to higher education. All received financial aid, and three received additional scholarship money found through the assistance of Project AIM staff. Project AIM also assisted two drop-out students who completed their GEDs at Malcolm X College. This year, nine seniors will graduate in May. All have taken

the ACT test, achieving an average score of 19. Of these nine seniors, all have applied to an institution of higher education. This year Project AIM students visited several higher educational institutions, including Chicago State University, Columbia College Chicago, Northeastern Illinois University, and the University of Illinois at Chicago School of Medicine. Project AIM had 81 student contacts, with 40 active participants for the 1995-96 program year. Twenty-eight of those students are first generation college students being the first in their families to pursue a bachelor's degree.

21. Project Title: Recruiting and Preparing Minority Future Teachers ** \$125,000

Applicant Institution: University of Illinois at Chicago

Cooperating Institution(s): Chicago State University, City Colleges of Chicago, DePaul University, Illinois State University, Loyola University of Chicago, National-Louis University, North Park College, Northeastern Illinois University, and Roosevelt University.

Synopsis: The University of Illinois at Chicago is requesting funds to continue the partnership with Northeastern Illinois University, Chicago State University, five other Chicago universities, the City Colleges of Chicago, Chicago Commons, the Chicago Park District, the Chicago Urban League, Community Youth Creative Learning Experience (CYCLE), the Golden Apple Foundation, the Chicago Public Schools, the Office of Catholic Education, and the Illinois State Board of Education. The project proposes the continuation of Future Teachers of Chicago (FTC) to recruit primarily minority students into teaching in Chicago through the establishment of Future Teacher programs at 89 public and non-public city high schools, elementary schools, and cooperating universities and city colleges. The major objectives include: (1) coordinating the existing 64 academic programs, (2) working with student-teacher clubs in 11 high schools, and (3) continuing the expansion of pre-service support for postsecondary students in the City Colleges of Chicago. The project has 24 additional new student programs. The goal is to serve students in all 89 public and non-public high schools in Chicago for a total of 5,300 potential minority teachers participating in Future Teachers activities at the various levels. During this academic year, over 3,000 primarily high school, elementary school, and college students are to participate in training, tutoring, and mentoring. "Hands-on" career exploration activities, interaction with teachers and teaching, exposure to college options, teacher preparation courses, and mentoring programs allow for a greater number of students to explore teaching as a career. Academic enrichment activities are to be provided.

Evaluation: Through the collaboration of the various partners in the grant, and the provision of additional funding through the Chicago Public Schools and the Chicago Park District, the Future Teachers Club (FTC) significantly strengthened its role in the education community. Over 650 future teachers have had the opportunity to work in learning centers, providing tutoring and other after school services for elementary school children. The Minority Male Recruitment Project, recruiting young minority men into Future Teachers Programs, has been another successful part of this project. To date, 72 young male Future Teachers from four high schools participate in this special project. All 10 of the 1996 graduates will attend college in fall 1996. Two will begin their first year at West Point Military Academy in fall 1996. Future teachers have been supported in 33 high schools, 20 elementary schools, five City Colleges, and five universities. This represents an addition of four high schools and eight elementary schools. One new partner, Illinois State University, joined Future Teachers of Chicago to lead a new Core Team of six programs in four schools. As of April 1996, 2,102 students are members of Future Teachers of Chicago. High school clubs now average 34 members; elementary school clubs average 21 members, 284 students are members at City Colleges clubs, and 254 students belong to university groups.

22. Project Title: Master Mind Assembly **

\$95,000

Applicant Institution: University of Illinois at Urbana-Champaign

Cooperating Institution(s): Danville Area Community College, Kennedy-King College of the City Colleges of Chicago, and Parkland College.

Synopsis: The University of Illinois at Urbana-Champaign is requesting funds to continue this statewide initiative that focuses on the development of critical skills thinking in mathematics, science, and communications as a systematic education reform-challenge strategy for minority students, parent, and teachers. The project will: (1) increase the retention and graduation rates of elementary and high school participants in target areas, (2) prepare participants for college preparatory pathways and workplace competency; and (3) enhance parent/teacher educational support of participating minority students. Nine hundred minority elementary and high school students from Champaign-Urbana, Chicago, Danville, Decatur, East St. Louis, Rockford, Springfield, and Waukegan are to participate in grade-level specific, interactive research sessions, academic competitions, and developmental workshops that provide opportunities for positive peer socialization. Master Mind Assembly activities also include curriculum renewal methodology training for teachers and educational courses and seminars for parents. This project is a comprehensive interactive partnership that draws on the efforts of students, parents, college and university faculty and staff, representatives from private industry and the local communities. Auxiliary services are provided by representatives from community agencies and private industry.

Evaluation: During the 1995-96 academic year, the project worked to demonstrate success in each of its several objectives. As a result of modules and workshops, 80 percent of all participants increased their reasoning ability scores by 25 percent in mathematics, science, and communications. In addition to parent meetings/workshops, Master Mind Assembly began a Parent College initiative to help provide parents with the intellectual leadership and practical direction needed to prepare their students for college. Parents learned to assist students in the identification of their unique strengths, to promote academic achievement through high expectation, to sustain commitment and to encourage intellectual exploration. One hundred fifty parents participated in the statewide Parent State College pilot.

College-Level Programs

23. Project Title: Minority Internship Program-Five University Consortium

\$325,000

Applicant Institution: Chicago State University

Cooperating Institution(s): Eastern Illinois University, Governors State University, and Western Illinois University.

Synopsis: This proposal continues the "Minority Internship Program-Five University Consortium," which was established in 1984 by the Illinois General Assembly and the former Board of Governors Universities. The internship program enables students to gain practical experience while earning academic credit. The internships permit 60 students to serve in leadership positions in government, business, industry, and civic organizations. Talented students will compete among applicants from the five universities within the consortium. The grant supports 60 stipends and provides resources to administer the program. The objectives of this program are to: (1) improve the students' understanding or organizational decision making, policy making procedures, and other critical functions of the sponsoring organization; (2) improve the students' understanding of the socioeconomical and political environment of

the organization; (3) facilitate understanding of relationships between theoretical knowledge and practical application; (4) empower students through career goal assessment and work experience; and (5) establish mentorships, networking skills and new opportunities. This program is designed to give students a high quality preprofessional participatory learning experience. Students are selected through a rigorous consortium-wide process. Efforts are made to provide an appropriate match between a proposed internship site, and the student's preparation, academic needs, professional interests, and career goals. The ultimate goal is to increase the student's marketability to potential employees. This program represents African-Americans, Hispanics, Asian Americans, Pacific Islanders, Native Americans, and Alaskan Natives. The grant provides professional development and practical training opportunities to augment classroom instruction for traditionally underrepresented students.

24. **Project Title:** Hispanic Women's Leadership Development Project ** **\$158,000**

Applicant Institution: DePaul University

Cooperating Institutions: Loyola University of Chicago and Saint Xavier University.

Synopsis: The Hispanic Women's Leadership Development Project is a consortium of the three major Catholic universities in the Chicago area: DePaul University, Loyola University of Chicago, and Saint Xavier University. Since 1985, the Hispanic Alliance has worked to remove barriers that prevented Hispanic women from entering higher education. The objectives of the project are to: facilitate access of Hispanic women to higher education; strengthen and increase the retention and graduation rates of Hispanic women in Hispanic Alliance institutions; develop and implement academic support and mentoring mechanisms for participants; and provide financial aid, institutional scholarships/grants, and funds that supplement other need-based programs. The project anticipates enrollment of nearly 200 students.

Evaluation: There were 161 students enrolled in the Hispanic Women's Leadership Development project for the 1995-96 academic year. Of the 161, 113 are returning students and 48 are new students. There was an increase of 16.5 percent from the prior school year, resulting in a 92.3 percent retention rate of returning students for the 1995-96 school year. As of mid-year, the cumulative grade point average of these students indicated high achievement levels. At DePaul, 11 students were in the 3.7 and above range, 29 in the 2.7 to 3.3 range and 24 in the 1.7 to 2.3 range. At Loyola, two students were in the 3.7 and above range, 30 were in the 2.7 to 3.3 range and 17 were in the 1.7 to 2.3 range. At St. Xavier University, three students were in the 3.7 and above range, 21 students were in the 2.7 to 3.3 range and 19 students were in the 1.7 to 2.3 range. There are 27 prospective graduates for the 1995-96 school year. As a means of developing support, career and mentoring mechanisms, the Hispanic Women's Leadership Development project sponsored an orientation session, one-on-one advisement, and a Women's Lecture Series designed to give women a better understanding of the workforce in a variety of careers. A newsletter is used to communicate registration information, student development workshops, career development workshops, job fairs, university events and community events.

25. **Project Title:** S.T.A.R.S.: Students Together Are Reaching Success ** **\$56,000**

Applicant Institution: Loyola University of Chicago

Cooperating Institution(s): DePaul University.

Synopsis: Loyola University of Chicago and DePaul University request funding to continue the higher education access and retention program S.T.A.R.S. (Students Together Are Reaching Success) for students from underrepresented cultural groups. Key elements of the program are the recruitment of over 200 new students; recruitment and training of successful upper-class students to serve as peer tutors and counselors; academic and leadership skills workshops; mentoring by faculty and staff; service projects and social and cultural programs; and peer support retreats and initiatives. Longitudinal evaluations are to continue this summer to assess the impact of the program on the success of the students, and to assist in the development of policies which will increase the student success rate. The process of institutionalization is already in progress at both institutions and is expected to be completed during the next two years after which state funding will be phased out entirely.

Evaluation: During fiscal year 1996, the STARS program served a total of 210 students, 177 of which continued to receive services throughout the year. The Loyola STARS program recruited 60 participants from academic majors including psychology, sociology, pre-med, pre-law, and biology. By the end of the winter semester, all 60 participants were still enrolled, and their average GPA was 2.77. The emphasis of the program at Loyola University was one of academic excellence and a focus on leadership. A Program Assistant position was established as a leadership position for STARS mentors and mentees demonstrating leadership ability and a commitment to the program. DePaul University assisted 117 students. Academic majors included psychology, education, biology, computer science, and communications. In the fall quarter, average GPA for DePaul University students was 2.83. The winter GPA average was 2.776. The emphasis was on team training, leadership, and academic excellence and enrichment. The STARS program has had a significant effect on the retention rates of the participants as compared to their first-year counterparts who do not participate. Its focus is academic excellence and leadership development from the beginning of the student's experience.

26. Project Title: Project PRIME: Summer Academic Bridge Program ** \$50,000

Applicant Institution: Northern Illinois University

Cooperating Institution(s): City Colleges of Chicago.

Synopsis: The Summer Academic Bridge Program creates a partnership between the academic development activities at Northern Illinois University and those of the City Colleges of Chicago. The project continues a credit-producing educational course and co-curricular experiences for students to assist in the transition from the two-year to the four-year institution. Continuation of the project will allow for evaluation of the success of the introductory education course and its co-curricular activities, and the implementation of modifications as necessary. It also will allow for continuation of the initial steps taken in making this partnership successful. Strong support continues to exist at the cooperating institutions, which include all of the City Colleges of Chicago. The program identifies and selects 20 students who have completed their associate degree and applied for admission to Northern Illinois University or students who are within one semester of completing their associate degree and who intend to enroll in Northern Illinois University and pursue a teacher-education program. It prepares participating students to pass the Pre-Professional Skills Test (basic skills) and the Illinois General Test of Basic Skills. The project also provides intensive workshops which reinforce reading, writing, and critical thinking skills while introducing students to the use of computers technology, and the profession of teaching. The project includes academic, career, and financial aid advisement and counseling.

Evaluation: The College of Education at Northern Illinois University and personnel from the City Colleges of Chicago collaborated in providing an intensive summer academic bridge program for 15 City College minority transfer students interested in teaching as a profession. Priority in the selection of participants was given to students who had completed their associate degree and had applied for admission to Northern Illinois University. Other students who were within one semester of completing their associate degree were selected on a space-available basis. The program was held at the Northern Illinois University campus to help participants become familiar with the academic requirements of teacher education programs and state certification requirements. During the two-week summer program, students concentrated on preparing for the Northern Illinois University and state teacher examinations, and attended workshops that reinforced reading, writing, computer and critical thinking skills. Students received academic and financial advisement, and participated in teacher education-related field trips. To date, of the 15 summer academic bridge program participants, four enrolled at NIU for the fall 1995 semester and one enrolled for the spring 1996 semester.

27. Project Title: International Minority Achievement Initiative ** \$18,000

Applicant Institution: University of Illinois at Chicago

Cooperating Institution(s): COMPRAND, Inc. and the Illinois Consortium for International Education.

Synopsis: The University of Illinois at Chicago and COMPRAND, INC., in conjunction with their joint project--the Kellogg-funded Public Elected Officials and Others for Policy Leadership and Exchange Program (PEOPLE)--and the Illinois Consortium for International Education (ICIE), will work to expand the number of minority students from Illinois currently participating in international exchange/internship programs. The Kellogg-funded program will afford an opportunity for elected officials, academicians and opinion leaders in Africa, Europe, and North America to explore public policy issues confronting them on a national and international basis, convene an annual conference at a traditionally Black college or university to address a specific public policy issue, and publish the results from that conference for distribution to the appropriate institutions and agencies. Funding will allow COMPRAND to put into place the foundation for a long-term commitment to international exchange, and transitions to a program supported with non-state funds. The focus of COMPRAND will primarily be in those areas which will help to prepare minority students to compete in the international work force, thereby increasing Illinois' competitive edge in the world marketplace.

Evaluation: In March 1996, a delegation of publicly elected officials, community and labor representatives, journalists and students visited European countries to participate in the first part of the international exchange program co-sponsored by IBHE, University of Illinois, COMPRAND, and the Kellogg Foundation. The initiative, an integral part of the PEOPLE Program, provided an opportunity for students from underserved and underrepresented groups to participate in an international exchange program that introduces them to public policy issues common to the United States and other countries and increases their interest in and preparedness for international business. Four students, competitively selected as delegates, studied the institutions, responsibilities of officials, and international policy issues to gain perspective and to establish contacts with representatives in their fields of interest. They actively engaged in formal and informal discussions with several diplomats and government officials. There also was an opportunity for students to spend time with members of the U.S. delegation and leaders in public affairs and academia who could help them gain insight into international issues from local perspectives. These students will participate in the second

half of the exchange program when the European delegation comes to the U.S. between September 29 and October 9, 1996.

28. Project Title: Support Enhancement for Minority Students Interested In Teaching Careers ** **\$75,000**

Applicant Institution: University of Illinois at Springfield

Cooperating Institutions: Lincoln Land Community College and Richland Community College.

Synopsis: Funds are requested to continue this project which is designed to increase minority teachers in the Springfield and Decatur school systems. It is a teaching incentive program for high school students beginning at the junior year and continuing until the time of teacher certification. Students are provided support services to complete high school in a college preparation track of courses. Upon graduation, they are then provided tuition waivers from Lincoln Land Community College and Richland Community College for the first two years of college. After graduating from the colleges they enroll in a teacher education program at the University of Illinois at Springfield to prepare for certification. The participating school districts have made commitments to provide employment opportunities for each graduate. During the school term, this project is to offer a program for participants as indicated at three levels of preparation: 60 high school students, 20 community college students, and 10 students enrolled in the final certification phase at the University of Illinois at Springfield. Students in each phase continue the planned program which includes mentoring, academic support, cultural enrichment, public service, a teaching internship, and the capstone activity--the 1997 summer orientation program. Two project students are expected to graduate from University of Illinois at Springfield in June 1997. These students will return to their respective communities for employment in the teaching profession.

Evaluation: During the 1995-96 school term, 90 students were enrolled in the project. This included 33 high school seniors, 40 high school juniors, eight community college freshman, two community college sophomores, three juniors and four seniors at the University of Illinois at Springfield. An active recruitment effort was launched at the high school level during the spring 1995 semester. The results of this effort yielded an additional 60 students who participated in the residential Summer Orientation program in June 1995. This group included 18 high school juniors, 26 seniors, eight entering community college students, three returning community college students, and five University of Illinois at Springfield students. The average ACT score for those who took the test in April 1996 was 16.9. The average GPA was 2.8. All of the seniors indicated that the project had increased their awareness of the teaching profession and that they planned on attending college. Over 50 percent of them had been formally admitted. Of this group, 40 percent indicated that they planned on pursuing a career in teaching. During its five years of operation, the program has provided services for approximately 500 students in the Springfield and Decatur school systems. Seventy-five percent of those students are presently seeking degrees from higher education institutions. Approximately 30 percent of the total are pursuing a degree in teacher education.

Graduate-Level Programs

29. Project Title: Illinois Minority Graduate Fellowship Programs ** **\$695,000**

Applicant Institution: Southern Illinois University at Carbondale

Cooperating Institutions: Illinois Institute of Technology, Illinois State University, Loyola University of Chicago, Northern Illinois University, Northwestern University, Rush University, the University of Chicago, University of Illinois at Chicago, and University of Illinois at Urbana-Champaign.

Synopsis: Southern Illinois University at Carbondale proposes to continue the Illinois Minority Graduate Incentive Program (IMGIP) and the Illinois Consortium for Educational Opportunity Program (ICEOP). The programs were established to increase the number of minority students pursuing graduate degrees at Illinois colleges and universities in disciplines where they are most seriously underrepresented. The IMGIP program provides financial aid, in the form of fellowships and a book and supply allowance, and academic support to minority doctoral students pursuing degrees in the life sciences, physical sciences, mathematics, and engineering at public and private doctoral institutions in the state of Illinois. The ICEOP program provides the same types of support to minorities pursuing either master's or doctoral degrees in a wider array of fields at a larger number of participating institutions. As part of the commitment to the objectives of the program, Fellows agree to pursue employment upon completion of their graduate studies or after appropriate post-doctoral training, in suitable faculty or staff positions at Illinois institutions of higher learning or related governmental agencies. Grant funds for the ICEOP program are authorized through a separate appropriation. The proposal also requests funds to coordinate the activities and administration of IMGIP and ICEOP for fiscal year 1997. A total of 33 IMGIP Fellows are to be supported by funds received through this grant. Of the 33 (six will be selected in September 1996) 16 are African-American students (10 male, six female); nine are Hispanic-American students (five male, four female); and two are Native American students (one male, one female). Funds received through this grant are to be used to coordinate and administer the awards of 146 ICEOP Fellows. This number includes 120 African-American students (38 male, 82 female), 21 Hispanic-American students (six male, 15 female); two Asian Americans (two female); and three Native American students (three female).

Evaluation: In fiscal year 1996, a total of 29 IMGIP Fellows were supported through this program. This number includes 21 African-American students and eight Hispanic students. Two IMGIP Fellows earned doctoral degrees in Chemistry and Biochemistry from Northwestern University. Both Fellows will pursue post-doctoral studies at Massachusetts Institute of Technology (Chemistry) and the University of California (Biochemistry). Administrative support for 139 ICEOP Fellows also was provided in 1996. This number includes 118 African-Americans (40 male, 78 female), 18 Hispanic students (four male and 14 female) and two Native-American students (one male and one female) and one Asian American female. Two ICEOP Fellows received master's degrees and six ICEOP Fellows received doctoral degrees in 1995-96. Disciplines in which master's degrees were awarded include: Music, Performance and Writing. One master's degree recipient has accepted employment in Illinois and the other will pursue a doctoral degree in fall 1996. Disciplines in which doctoral degrees were awarded include: Clinical Psychology, Education, Educational Administration, Political Science, and Workforce Education. Of the six doctoral degree recipients, four have accepted employment in Illinois, one is employed at an institution outside the state of Illinois, and one is currently conducting a job search.

Multi-Level Programs

30. Project Title: Degree Completion Program **

\$66,000
(Total Grant: \$450,000)

Applicant Institution: Bradley University

Cooperating Institution(s): Illinois Central College.

Synopsis: This proposal requests an increase in the funding level for this innovative public-private partnership. The HECA funding requested will permit part-time students who meet special eligibility requirements to attend classes in approved programs at tuition rates comparable to those of public universities. Bradley University will continue to provide scholarships and tuition reductions to about 37 percent of Bradley's average tuition cost, with HECA funds used to provide scholarships covering 37 percent of tuition cost. Students participating in the program will pay \$100 per semester hour, about 26 percent of Bradley's average tuition rate. The new grant will help to expand enrollment and reduce the waiting list of individuals who were unable to enroll last year. The funding requested permits the continuation of approved undergraduate majors in Accounting, Communications Advertising/Public Relations, Computer Science/Information Systems, Elementary Education, Finance, Liberal Arts Individualized Major, Manufacturing Engineering Technology, and Marketing, and the two approved master's degree programs in Human Development Counseling and Civil Engineering.

Evaluation: Since inception of the Bradley University/Illinois Central College Degree Completion Program, 996 students have been admitted, with an unduplicated headcount enrollment of nearly 800 students through spring 1996. In spring 1996, there were 78 students enrolled in accounting, 89 in manufacturing engineering technology, 92 in communications, 108 in elementary education, and 96 in liberal arts and sciences majors. At the graduate level, the retention rate has been about 70 percent since the initiation of the two graduate programs in spring 1992. Approximately 150 students who have participated will have completed their degrees by the end of the spring 1996. Implementation of the Bradley University/Illinois Central College Degree Completion Program has not only addressed the needs of students with diverse educational needs, but also has served the needs of students with diverse gender and racial characteristics. Seventy-four percent of enrollees are women and 10 percent are minorities. Since its inception, the program has enabled students to enroll in a total of 18,219 semester hours of courses. Ninety-seven percent of students surveyed indicated that they are satisfied with the program. Seventy-nine percent of survey participants rated the program as good or very good, while 85 percent indicated they were satisfied with the available majors.

31. Project Title: Illinois Scholars Program **

\$752,900

(Total Grant: \$1,064,100)

Applicant Institution: DePaul University

Cooperating Institution(s): Barat College, Bradley University, Chicago State University, Eastern Illinois University, Elmhurst College, Illinois State University, Illinois Wesleyan University, Knox College, Lake Forest College, Loyola University of Chicago, National-Louis University, Northeastern Illinois University, Northern Illinois University, Northwestern University, Roosevelt University, Saint Xavier University, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, University of Illinois at Urbana-Champaign, University of Illinois at Chicago, Western Illinois University, and the Golden Apple Foundation.

Synopsis: In its eighth year, the Illinois Scholars Program continues to expand its recruitment base to both minority, and low-income high school graduates who want to become teachers in urban schools throughout Illinois. The purpose of this program is to seek students who reflect Illinois' racial, ethnic, and economic diversity and then assist them in completing an undergraduate teaching curriculum at one of 22 participating institutions. In return for

financial and counseling support, the Scholars agree to teach for at least five years in an urban Illinois public or nonpublic school. The program objectives for fiscal year 1997 are: (1) support for Scholar Class of 1997 in their first year of college; (2) recruitment and nomination of the Class of 1998; and (3) management, retention, and evaluation of the current classes of Scholars.

Evaluation: The Golden Apple Foundation for Excellence in Teaching, with the cooperation of 22 institutions of higher education, and 11 state, federal, city and community agencies, developed the Illinois Scholars Program. The program has continued to expand its outreach, recruitment, and selection of talented, minority students (32 percent African-American, 22 percent Hispanic, 6.5 percent Asian, and 2.5 percent other minorities), and low income (65 percent of the total student population) high school graduates who want to become teachers in economically disadvantaged schools in Illinois. A total of 60 scholars, 30 from Chicago schools, 12 from the suburbs of Chicago, and 18 from the downstate area schools, were selected to participate this year. Representing 50 high schools, the 60 scholars had a mean ACT of 23 and high school grade point average of 3.39. Scholars participate from high school graduation until their junior year of college in residential Summer Institutes held every summer at a Chicago-area university. Scholars accumulate over 600 extra hours of teaching experiences upon completion of the Institute through teaching internship experiences, working with a mentor teacher, and the availability of work study experiences in a classroom. These opportunities enable scholars to experience teaching at an earlier stage than in university programs and to build a community of learners that support the scholars during the school year and into the first years of teaching. The retention rate for the program is 89 percent of scholars progressing toward teacher certification at one of the 22 participating institutions.

32. Project Title: Chicago Area Health and Medical Careers Program ** \$900,000

Applicant Institution: Illinois Institute of Technology

Cooperating Institutions: Finch University of Health Sciences/The Chicago Medical School, Chicago College of Osteopathic Medicine, Loyola University of Chicago Stritch School of Medicine, Northwestern University Medical and Dental Schools, Rush Medical College, Southern Illinois University Dental School, University of Chicago/Pritzker School of Medicine, and University of Illinois College of Dentistry and College of Medicine.

Synopsis: The Chicago Area Health and Medical Careers Program (CAHMCP), founded in 1979, is a cooperative effort between the Illinois Institute of Technology, all seven Chicago area medical schools, and two dental schools. The program's purpose is to increase the number of physicians, dentists, and other health professionals from underrepresented populations (predominantly African-American and Hispanic) by providing a continuum of support activities from program entry through admission to a health professional school (sixth grade to post-baccalaureate). The multi-component program includes the following activities: motivational experiences with strong role model interactions; medically oriented preceptorships; subject matter enrichment in biomedical sciences; academic skill development; study skills and test taking; individual and group advising on the medical school admissions process, and one-on-one mentoring and intervention by CAHMCP staff members. Although the program is open to any student with a health career goal, recruitment activities are focused on African-American and Hispanic populations because of their severe underrepresentation in the medical profession, which in turn contributes to inadequate health care for those populations. Visits or other formal contacts are made to over 50 Chicago area elementary and high schools and to over 30 colleges which enroll large numbers of qualified students from the targeted ethnic groups. Teachers, counselors, parents, and staff members from other organizations with potential CAHMCP participants also are contacted. Less

conventional recruiting methods include contacts with student presenters at regional or city-wide science fairs and other science competitions. The consortium has recently been joined by the three Illinois dental schools--Northwestern University, Southern Illinois University at Edwardsville, and University of Illinois at Chicago. The CAHMCP program is based at the Illinois Institute of Technology with additional activities carried out at other institutions including academic enrichment at Chicago State University, and preceptorships at the consortium medical schools, hospitals, and other health care delivery sites.

Evaluation: The Chicago Area Health and Medical Careers Program has increased in size from 100 students in 1980 to more than 1,600 students. In fiscal year 1996, 410 minority middle and high school students participated in the college preparatory portion of this comprehensive program, an increase by more than 20 students. A total of 420 college students participated in the 1995 summer preceptorships, an increase of more than 25 students from fiscal year 1995. There was a slight decline in participation of students in the Young Scientists and Pre-Matriculation components, due to increased selectivity in admissions. However, this decrease in the pre-college components is not expected to impact future program success because of an ability to recruit other qualified students at the college and post-baccalaureate levels. There was a substantial increase in the number of new medical school admissions for fall 1996 compared to fall 1995, which went from 73 admitted to an estimated 100 admitted. The Chicago Area Health and Medical Careers Program has continued to receive funding from other sources, including the U.S. Public Health Service, The Macy Foundation, the Chicago Community Trust, and the Robert Wood Johnson Foundation.

33. Project Title: Hispanic Program for Educational Achievement - Year VII ** \$140,000

Applicant Institution: Western Illinois University

Cooperating Institution(s): Black Hawk College and Sauk Valley Community College.

Synopsis: The purpose of this academic support program is to continue to increase the number and academic success of Hispanic students in postsecondary education. To accomplish this, five priority service areas have been identified: (1) retain and graduate Hispanic students enrolled at Western Illinois University, Black Hawk College, and Sauk Valley Community College; (2) increase enrollment of Hispanic high school graduates in Illinois institutions of higher education; (3) provide access and educational opportunities to the young Hispanic population of the Quad Cities, Sterling, and Rockford areas; (4) support parental and community involvement in educational issues of Hispanic youth in the target service area; and (5) program expansion in the west-central Illinois region. Direct services provided include prescriptive academic advising, peer and professional tutoring, an early warning system, financial aid counseling, and career counseling. Indirect services provided include developing academic support programming; presenting workshops on multicultural issues for faculty, students, and the general public; conducting educational workshops for elementary, junior high, and high school students; and participating in various community outreach activities.

Evaluation: Since implementation of the program in 1990, Hispanic enrollment and graduation rates at both Western Illinois University and Black Hawk College have increased significantly. The total enrollment of Hispanic students in the undergraduate, graduate, and extension programs at Western Illinois University increased from 190 students in fall 1989 to 301 students in fall 1995, a 60 percent increase over the five-year period. New Hispanic freshmen demonstrated a retention rate of 86.5 percent from fall 1995 to spring 1996. Between the 1988-89 and 1995-96 school years, the number of Hispanic graduates increased by more than 176 percent (21-58). Hispanic enrollment in graduate programs between the fall 1992 semester and the fall 1995 semester increased by 167 percent (15-40). Hispanic

enrollment in Black Hawk College's Credit Program has increased from 209 students in fall 1989 to 329 students in fall 1995, an increase of more than 60 percent over the five-year period. The number of Hispanic students graduating from College Credit programs increased by 32 percent from 1993-94 to 1994-95. The figure for 1995-96 also shows an upward trend but the full impact cannot be determined until the data for summer 1996 is available. The program's tracking system continues to indicate significant increases in the number of Hispanic students transferring from Black Hawk College to four-year institutions.

Other Cooperative Programs

34. Project Title: Strategies for Enhancing the Status of Minorities in Education ** \$50,000

Applicant Institution: Northeastern Illinois University

Cooperating Institutions: Adler School of Professional Psychology, City Colleges of Chicago, Eastern Illinois University, Governors State University, Illinois Central College, Illinois State University, Joliet Junior College, Northern Illinois University, Metropolitan Community College (formerly State Community College), Southern Illinois University at Edwardsville, University of Illinois at Urbana-Champaign, and Western Illinois University.

Synopsis: Due to the disproportionately low number of minorities, particularly Blacks, within predominantly White postsecondary institutions in the state of Illinois, the Illinois Committee on Black Concerns in Higher Education (ICBCHE), in cooperation with Northeastern Illinois University, Governors State University, Illinois State University, Joliet Junior College, Northern Illinois University, and Southern Illinois University at Edwardsville, proposes to increase the student, faculty, staff, administrative, and professional representation of minorities in all facets of postsecondary education. Seminars on Career Options will seek to increase awareness of available career options for college and university students. Seminars for postsecondary education students are to be conducted across the state. Student Leadership Development will serve to prepare minority students for leadership roles in Illinois postsecondary institutions and enhance leadership quality through peer training, conferences, and the establishment of Student Leadership Development chapters on campuses throughout the state. The *Opportunities Clearinghouse*, the *ICBCHE Journal*, and the *ICBCHE Newsletter* will seek to increase the minority applicant pool for vacant faculty, staff, administrative, and professional positions in Illinois postsecondary institutions; encourage scholarly productivity among minority professionals; serve as vehicles for sharing knowledge and research; and keep the membership informed of the organization's efforts and activities. Conference planning activities will enable thorough development of the ICBCHE Annual Conference and Regional Seminars, thereby enhancing quality and increasing attendance. The Regional Seminars will allow for optimal interaction among administrators, faculty, staff, and students on higher education issues, resulting in the implementation of strategies to increase representation of minorities at postsecondary institutions.

Evaluation: During this past year an updated comprehensive list of program trainers has been developed, listing trainer contact information and presentation topics. The list was developed to assist in the planning of Career Option seminars. It is expected that during the summer term, a number of contacts will be completed which will assist entering students in identifying careers and enrolling in appropriate academic courses in the fall 1996 term. Six issues of *Opportunities Clearinghouse* were published and mailed to 320 subscribers, with each issue advertising an average of 62 vacant positions. The December/January 1996 issue included a new feature: "ICBCHE's CONNECTIONS," for the purpose of helping new graduates or members get the word out regarding their qualifications. Six issues of *VOICES*, the ICBCHE

newsletter, were mailed to the 320 members. The 1995-96 Journal of scholarly works is scheduled for completion in June 1996, and the research is being conducted for the publication of a supplemental calendar for Black Educators in Illinois. A total of two Steering Committee meetings and three Town Meetings with representatives from educational and community constituencies were held over the 1995-96 academic year. The status of Blacks and other minorities in higher education are the focus of these meetings.

35. Project Title: Expanding Cultural Diversity in the Curriculum and in the Classroom ** \$47,000

Applicant Institution: Western Illinois University

Cooperating Institutions: Eastern Illinois University, Illinois State University, Illinois Valley Community College, and McHenry County College.

Synopsis: The project allows educators to become more informed about the needs of their diverse student populations and about the resources available to integrate multicultural perspectives into campus, curriculum, and classroom practices. Clientele served through this project are faculty, staff, administrators, and students of two- and four-year colleges and universities. Funds are requested to continue this project which includes five objectives: (1) the maintenance and growth of the Illinois Staff and Curriculum Development Association (ISCDA); (2) the implementation of a three-day "Dealing with Difference" Summer Institute (DWDSI); (3) the publication and distribution of the third volume of *Multicultural Prism: Voices from the Field*; (4) the further development of interactive CD-ROM software to facilitate access to diversity resources; and (5) the continuation and growth of the Multicultural Resource Development and Advising Center. To accomplish these objectives, the project staff will continue to meet annually with ISCDA members and to communicate through the organization's newsletter and special mailings regarding diversity initiatives. Also, a series of workshops at various Illinois colleges and universities will be held. The grant will permit the organizing, publicizing, and implementing of the fourth DWDSI, bringing together national and state leaders in multicultural education to a three-day Institute for faculty, staff, and administrators. Staff will solicit, evaluate, edit, and publish an anthology and case studies that reflect successful classroom and campus experience in multicultural education. Staff will continue the development of interactive CD-ROM software and will produce a CD-ROM that allows users efficient access to multicultural resources, including syllabi and case studies of effective campus initiatives. The Resource Center will continue to identify available multicultural resources and make them accessible to Illinois educators.

Evaluation: The Illinois Staff and Curriculum Developers Association (ISCDA) has continued its networking activities through its newsletter, its annual meeting during the Dealing with Difference Summer Institute, its Board meetings and workshops at various colleges and universities throughout the state. In May 1996, over 100 people participated in the second *Dealing with Difference Summer Institute (DWDSI)*. The four-day DWDSI included workshops, discussions, study groups, and exercises that focused on effective instructional strategies for multicultural courses and classrooms. The publication of 3,000 copies of the second volume of *Multicultural Prism: Voices from the Field* will be distributed to colleges and university throughout Illinois in fall 1996. Also in process is a prototype interactive CD-ROM software to facilitate the development of multicultural courses by faculty at both two- and four-year colleges and universities in Illinois. As a result of the project, institutions as well as individual faculty have revised their curriculums to be more inclusive and more accurately reflecting scholarship that recognizes the diversity of the United States and the world.

Total Minority Educational Achievement Projects \$5,000,000

III. Minority Articulation Projects

Transfer Centers

1. Project Title: Minority Student Transfer Centers ** \$1,750,000

Funding is recommended for one new and 26 continuing Minority Student Transfer Centers which are located on public community college and private two-year college campuses to serve as the focus for student transfer activities. The new Center is located at Oakton Community College. Emphasis is placed on encouragement, guidance, and distribution of information to students about opportunities and processes for transferring from the community college to a baccalaureate degree-granting institution. Specifically, the goal of the Transfer Center is to increase the number of minority students transferring from community colleges to baccalaureate institutions and subsequently completing baccalaureate degrees. Each Transfer Center is centrally located on campus in a highly-visible area with easy access to students. The Center includes a library section for college transfer materials, where students can browse, and a separate area for transfer advisement activities. Each participating community college has developed a system for keeping track of student progress and for reporting the services of the Transfer Center. The criteria used for funding Minority Student Transfer Centers are: (1) overall quality of the proposal, (2) proportion of minority baccalaureate-transfer enrollment and previous record of transferring students, (3) evidence of the college's commitment to establishing and maintaining a viable Center, (4) coordination and comprehensiveness of proposed services, (5) application of college resources and use of grant monies to supplement rather than supplant existing services, and (6) involvement with baccalaureate institutions.

<u>Institution</u>	<u>Location</u>	<u>Amount Recommended</u>	<u>Cooperating Institutions</u>
Oakton Community College	Des Plaines	\$52,000	Columbia College Chicago, DePaul University, Loyola University of Chicago, and University of Illinois at Chicago
Belleville Area College **	Belleville	\$53,000	Southern Illinois University at Edwardsville
Black Hawk College **	Moline	\$54,000	Western Illinois University and Illinois State University
City Colleges of Chicago: ** Richard J. Daley College, Kennedy-King College, Malcolm X College Olive-Harvey College Harry S Truman College Harold Washington College	Chicago	\$582,000	Roosevelt University, University of Illinois at Chicago, Illinois Institute of Technology, Western Illinois University
College of DuPage **	Glen Ellyn	\$54,000	DePaul University, Northern Illinois University, and University of Illinois at Chicago
Elgin Community College **	Elgin	\$62,000	Northern Illinois University
Illinois Central College **	East Peoria	\$62,000	Bradley University, Eureka College, Illinois State University, and University of Illinois at Springfield

<u>Institution</u>	<u>Location</u>	<u>Amount Recommended</u>	<u>Cooperating Institutions</u>
William Rainey Harper College **	Palatine	\$64,000	Northern Illinois University and University of Illinois at Chicago
John A. Logan College **	Carterville	\$41,000	Southern Illinois University at Carbondale
Joliet Junior College **	Joliet	\$62,000	College of St. Francis, Governors State University, Illinois State University, Lewis University, Northern Illinois University, Western Illinois University, and Robert Morris College
Kankakee Community College **	Kankakee	\$40,000	College of St. Francis, Eastern Illinois University, Governors State University, Illinois State University, Northern Illinois University, and Olivet Nazarene University
Kishwaukee College **	Malta	\$52,000	Northern Illinois University
Metropolitan Community College ** (formerly State Community College)	E. St. Louis	\$65,000	Southern Illinois University at Edwardsville
Moraine Valley Community College **	Palos Hills	\$60,000	Chicago State University, Governors State University, Illinois State University, St. Xavier University, University of Illinois at Chicago, Western Illinois University, Southern Illinois University at Carbondale, Illinois Institute of Technology, Robert Morris College, and Northern Illinois University
Parkland College **	Champaign	\$60,000	University of Illinois at Urbana- Champaign
Prairie State College **	Chicago Heights	\$58,000	Governors State University
Richland Community College **	Decatur	\$65,000	University of Illinois at Springfield
St. Augustine College **	Chicago	\$53,000	Robert Morris College
Shawnee Community College **	Ullin	\$36,000	Southern Illinois University at Carbondale
South Suburban College of Cook County **	South Holland	\$62,000	Governors State University, Chicago State University, and Robert Morris College
Triton College **	River Grove	\$63,000	DePaul University and University of Illinois at Chicago

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<u>Institution</u>	<u>Location</u>	<u>Amount Recommended</u>	<u>Cooperating Institutions</u>
Waubensee Community College **	Sugar Grove	\$50,000	Aurora University, Columbia College Chicago, Illinois Institute of Technology, Illinois State University, and Northern Illinois University

Evaluation: Over the past year, the 26 established Transfer Centers continued to increase the number of minority students served. Examples of those increases include, Joliet Junior College, whose numbers served increased by over 500 in fiscal year 1996 over the prior fiscal year; John A. Logan College has served a total of 402 minority students since the inception of the Transfer Center in fiscal year 1992-93; and Triton College served a total of 4,125 students during fiscal year 1995-96, 47 percent of which were minority students. The Transfer Centers have continued to provide transfer advisement, outreach to area high schools and community groups, tours of senior institutions, and baccalaureate-oriented workshops. During the fall and spring semesters at Kankakee Community College, three Transfer Days were held with 39 colleges and universities in attendance during the fall, 22 in attendance at the spring public universities fair, and 15 in attendance at the Chicago Area Private College and University fair. These institutions included four historically Black colleges and universities. Approximately 900 students participated in the Transfer Days. Many of the Centers also provided mentoring programs and peer advising. At Elgin Community College the minority student transfer center has increased its minority participation in the transfer process through the cooperative efforts of Transfer Center staff, students, faculty and other departments, e.g., a slide presentation show by the Admissions Office to all incoming freshman, scholarship information and application materials available through a CD Rom program, and newly-designed letters and postcards used to track stop-outs. Elgin Community College's Transfer Center also is involved in a project called, "The ECC Youth Leadership Academy," to prepare minority grade school children for higher education. Students surveyed over the past year by Center directors found an overall high rate of satisfaction. Survey results indicate that the most significant activity spurring motivation for students to continue on with the transfer process was the advisement received at the Transfer Centers.

Short-Term Articulation Projects

2. **Project Title:** Beyond the GED: Providing Access and Opportunities to Minority Adult GED Graduates in Postsecondary Education **\$85,000**

Applicant Institution: Kankakee Community College

Cooperating Institution(s): Governors State University and Olivet Nazarene University.

Synopsis: The central objective of this project is to develop, enroll, and support minority adults in postsecondary education who have earned the General Educational Development (GED) diploma. Participants will be provided support and preparation to earn a baccalaureate degree. Adult entry and reentry into higher education has substantially increased in recent years and minority adult GED graduates from families low in academic achievement may not perceive a college degree as an attainable goal. This project seeks to alter that situation and ensure successes of project participants and make the prospect and promise of a college degree a reality for minority adult GED graduates. The objectives for the target population include: (1) active recruitment of minority adult GED graduates; (2) assistance with financial aid and scholarships searches; (3) stipends for transportation to college; (4) personal support in the academic environment; (5) development of basic academic

skills; (6) time management training; (7) tutoring; (8) career assessment and assistance with college selection; and (9) college transfer assistance.

3. **Project Title:** Chicago Engineering Consortium ** **\$150,000**

Applicant Institution: Chicago State University

Cooperating Institutions: Illinois Institute of Technology and University of Illinois at Chicago.

Synopsis: The Chicago Engineering Consortium, established in 1987, requests funding to continue cooperative efforts by Chicago State University (CSU), Illinois Institute of Technology (IIT), and the University of Illinois at Chicago (UIC) to promote access to engineering education for students from populations that are severely underrepresented in the engineering profession. During fiscal year 1997, the Consortium will maintain interinstitutional coordination of the program, continue to provide academic support to the students at CSU in order to increase the enrollment of program graduates at UIC and IIT, and continue to recruit academically prepared and sufficiently motivated students through expanded direct linkages with high schools in the Chicago area. The funds requested will enable the Consortium to strengthen undergraduate instruction in mathematics and science at CSU; maintain adequate staffing for program leadership and day-to-day administration and support for engineering studies students; support the ninth annual prematriculation summer institute for entering students; finance activities designed to prepare students for the transition from CSU to the accredited bachelor's degree programs in engineering at UIC and IIT; and provide stipends for student internship opportunities and provide scholarship support to defray tuition increases at consortia institutions. Additional funds are requested to strengthen the program with a dual degree component involving the three consortium members.

Evaluation: In fiscal year 1996, 60 minority college students enrolled in the Engineering Studies Program completed all prerequisites and enrolled in regular curricula offerings of the program at Chicago State University. Ninety-five percent of the new students admitted for fall semester 1995 had an ACT composite score of 18 or above. Among other achievements, 13 students received a 4.0 semester grade point average with 12 semester hours or more. Ten students completed the curriculum at CSU with a cumulative grade point average of between 3.05 and 3.25. Seven students completed the Engineering Studies Curriculum at CSU at the end of the spring term and intend to enroll in engineering degree programs in the fall--two were accepted at IIT and five were accepted at UIC. Two students received degrees in engineering from IIT at the end of the fall 1996 semester. One is employed with Northern Illinois Gas, the other at Fermi National Laboratory. Two more students are expected to graduate from UIC in spring 1996. Students have received summer internships at Argonne National Laboratory, Molex, AT&T, the city of Chicago and Walt Disney World. Seventy-nine elementary and high school participants were involved in CSU's summer prep program and received academic coursework in mathematics, science, computer science, and communications. After-school tutoring and a Saturday-morning lecture/demonstration series are provided.

4. **Project Title:** Improving Minority Student Transfer Success Through Articulation with Community-Based Organizations ** **\$200,000**

Applicant Institution: City Colleges of Chicago

Cooperating Institution(s): University of Illinois at Chicago.

Synopsis: The City Colleges of Chicago will continue to collaborate with Chicago community-based organizations (CBOs) and the University of Illinois at Chicago to increase the number

of minority, disadvantaged, and at-risk students who enroll in credit courses at a City College, and encourage them to transfer to a four-year institution upon graduation. Through motivational activities, financial aid and academic workshops, referral to social services, life skills training, campus and university tours, and other support services, students are encouraged to pursue higher education opportunities. Through Transfer Center support services, these students will be provided with accurate information about transfer options and requirements. Students not meeting college enrollment criteria will be encouraged to enroll in pre-credit courses which are intended to assist them in developing their academic skills to the level required for entry. Community-based organizations will serve as community-based student support and referral centers throughout the ethnically diverse communities of Chicago. They will assist the City Colleges with data collection, reporting requirements, and coordination of student activities at participating City College Transfer Centers. An estimated 600 individuals will receive comprehensive services through this project and another 2,000 participants will benefit from this project's activities. Approximately 90 percent of the participants will be minority students, primarily Hispanic and African-American, who have dropped out of traditional high school programs and are seeking an alternative education through community-based GED or high school diploma programs. This project will serve to bring together educational services offered by the community-based organizations and the colleges, provide useful data about the specific needs of the various ethnic groups, and collect information related to additional support services that facilitate the success of minority students.

Evaluation: As of March 1996, 285 students had been served by the six City Colleges of Chicago and this project. Thirty percent of the total were African-American, 65 percent were Hispanic, and five percent were White, non-Hispanic. The majority (82 percent) were enrolled in, or have graduated from a non-traditional or alternative educational program while 18 percent were traditional high school graduates. Of the 285 students served, 25 have enrolled in the City Colleges of Chicago and another 17 in other public or private colleges or universities. As the number of students served increases during the summer, additional students will enroll in credit programs. Records indicate that 285 participants utilized the CBO services a total of 1,190 times as of March 1996. Services most widely used included Financial Aid Counseling, College Admission Workshops, and College Tours. Students were quite satisfied with the services they received at the various CBOs and made positive suggestions to staff to improve services and activities for future funding.

5. Project Title: Greenville College-Blackburn College Minority Articulation Project ** \$40,000

Applicant Institution: Greenville College

Cooperating Institution(s): Blackburn College.

Synopsis: Both private colleges are requesting funds to continue this student achievement project which is designed to maintain cooperative relations between the colleges and local schools and/or community organizations serving minority youth; provide academic, leadership training, and career planning services to minority students at all levels of their academic career; and design programs that will develop multicultural awareness on the two campuses. Basic activities are organized into three program areas: (1) school/college mentor programs which will encourage minority public school students to value education, complete high school, and undertake the career options available to them; (2) support services, academic tutoring services, academic and career counseling, and leadership development for minority college students during their college career; and (3) cultural and social activities to improve the cultural environment for minority public school and college students. The three programs

are developed by the two colleges and carried out on each campus. Cooperation between the colleges is not limited to the initial planning state. Joint activities such as cultural enrichment and diversity training workshops that involve faculty, staff or students will occur throughout the project period.

Evaluation: During 1995-96, 20 Blackburn College student mentors and 25 students (grades four to nine) from the Royal Lakes community participated in the program. Activities included help with homework and cultural heritage activities (books, dramatic readings, etc.) At Greenville College, in the early fall 1995 semester, four minority college mentors were selected to serve as big brother/big sisters to the local minority high school students. Meetings were held to help students deal with issues of self-esteem, to offer cultural and social enrichment and to acquaint the students with college life. At Greenville College three intensive ACT training classes were offered to all high school juniors from the area. A total of 38 students attended the review sessions. A summer enrichment camp, offering one week of classes in computers, science and mathematics, art and drama, was held for minority elementary and middle school children of the Royal Lake community. In addition to the academic related areas, the children participated in recreational activities. A reading specialist worked with them in the afternoons, motivating them to continue reading during the summer. In an effort to encourage minority leadership on campus, Blackburn sent four students to a leadership conference at Augustana College, "The Souls of Black Folk." Greenville College sent 17 students (nine minority and eight majority) and three faculty members (2 minorities) to a multicultural student leadership conference at Calvin College in Grand Rapids, Michigan. Students were challenged to speak up about issues that concerned them on campus; they were able to dialogue about the specific problems faced by minority students at predominantly white colleges. Greenville also sent six African American students to a leadership/issues conference dedicated solely to the concerns of African-American students.

6. Project Title: Hispanic Program for Educational Advancement ** \$60,000

Applicant Institution: McHenry County College

Cooperating Institution(s): Southern Illinois University at Carbondale.

Synopsis: In cooperation with Southern Illinois University at Carbondale and the Center for Basic Skills, McHenry County College plans to continue a comprehensive program to increase Hispanic participation in their credit programs. Activities include: (1) outreach and recruitment, including financial management counseling; and events involving junior high, high school, and college students and their families; (2) an Academic Enrichment Summer Program to strengthen mathematics, science, and communications skills of targeted minority junior high school students; (3) peer tutorial assistance at selected high schools with high minority population; (4) retention support services, including academic counseling and monitoring, peer tutoring, study groups, personal counseling, and a student club/support group; (5) transitions designed to help students adjust to college-level courses by means such as bridge courses, career counseling, and mentoring; (6) transfer activities including visits to campuses designed to help Hispanic students identify with resources and support networks at senior institutions; and (7) staff development activities designed to promote multiculturalism throughout the McHenry County College campus and the community.

Evaluation: The Hispanic Program for Educational Advancement project director continued to visit local high schools in order to identify Hispanic students who may benefit from both the educational opportunities and services offered by the Hispanic Support Services and Multicultural Center (HSSMC). Recruitment services resulted in 16 minority students enrolling at McHenry County College for fiscal year 1996, and over 150 Hispanic high school

students becoming aware of postsecondary education opportunities. A series of open houses was hosted by the HSSMC in order to introduce Hispanic students to the College. The HSSMC performed a variety of retention support services including academic advising, tutorial services, mentoring, and academic skills seminars. The HSSMC also provided students with transitional services including bridge courses, English As A Second Language peer tutoring, career counseling, and GED transition services. The HSSMC's transfer activities included transfer advising, campus visits, and a transfer symposium. The HSSMC also developed several multicultural activities which brought together over 300 people of different cultures.

7. **Project Title:** Building New Bridges: A Minority Student Transfer Initiative ** **\$35,000**

Applicant Institution: Millikin University

Cooperating Institution(s): Richland Community College.

Synopsis: Millikin University, in cooperation with Richland Community College, requests continued funding for "Building New Bridges," a summer academic bridge program designed to increase minority student transfer rates from Richland Community College to Millikin University. The project's goal is to see five to 10 program participants transfer to Millikin University each fall, and 80 percent of those who transfer graduate within three years of transferring. As in the past two fiscal years, the program will serve approximately 20 Richland students. These students will participate in a four-week summer academic workshop on Millikin's campus. The students will take three Millikin academic courses and will earn five no-cost credits transferrable to Richland Community College or Millikin University. Students will have the option to participate in Millikin's residential life by living on campus during the four-week workshop. Peer facilitators--selected Millikin minority students, including some who are participated in the Building New Brides Workshop and have transferred to Millikin--will serve as workshop staff along with the co-directors and Millikin professors teaching the courses.

Evaluation: The goal of the New Bridges project was to enhance transfer rates for Richland Community College minority students to Millikin University, and to graduate 80 percent of those transfer students within three years at Millikin University. In 1995-96, three project students transferred to Millikin and seven students plan to transfer to Millikin in 1996-97. The Building New Bridges Workshop was held at Millikin University on weekdays from June 8 through July 3. The workshop offered three academic classes: one in Mathematics for the Liberal Arts, a Creative Writing Roundtable and a communications course. Participants also attended daily sessions of a comprehensive student development workshop. Students participated in two cultural activities. Project staff also have secured major scholarship support for minority students who transfer from Richland to Millikin. Illinois Power Company has pledged \$100,000 for five two-year scholarships of \$10,000 per year for minority transfer students. Also, Millikin University is funding 10 four-year scholarships per class, at \$10,000 per year, through the Long/Vanderburg Scholarships for American multicultural students.

8. **Project Title:** Creating Inclusive Educational Communities for Minority Students **\$80,000**

Applicant Institution: Parkland College

Cooperating Institution(s): Danville Area Community College, Eastern Illinois University, Heartland Community College, Lake Land College, Millikin University, Richland Community College, and University of Illinois at Urbana-Champaign.

Synopsis: The Prairie Consortial model for a cohesive, regional approach to minority student articulation is the basis for this project. Funds are requested to sustain and develop further the structure for coordinating minority articulation programming within the Illinois Prairie Higher Education Consortium (IPHEC). The Consortium plans to design assessment methods and tools for measuring and evaluating the characteristics of inclusive educational communities for minority students. They also will develop strategies for creating and implementing institutional plans for inclusiveness in the total educational environment. This project continues and expands professional development in gender-balanced, multicultural education for faculty and staff within the IPHEC and collaborates with two other regional consortia in regard to the correlation between inclusive educational communities and high minority student retention. Assistance and information will be made available for other Illinois schools and colleges desiring to create inclusive educational communities for minority students.

Evaluation: The first year of the Prairie Higher Education Consortium project, "Creating Inclusive Educational Communities for Minority Articulation," succeeded in creating an awareness of and sensitivity to the issue among Prairie Consortium faculty, administrators, and staff. Inclusive classrooms and educational communities can clearly affect the success, achievement, and articulation of minority students. During the past fiscal year, the structural model for "Creating Inclusive and Educational Communities" was put into place. The project staff provided a one-day workshop on the process for assessing the total school environment and creating an inclusive environment for minority students. Project staff also conducted workshops and in-service training on how to create and assess inclusive gender-balanced, multicultural educational communities at 10 different state and national conferences. Project liaison and steering committee members continue to address new approaches for the coming year's project.

Total Minority Articulation Program Projects **\$2,400,000**

IV. Economic Development Projects

1. Project Title: WIEC Collaborative Pilot Project **\$100,000**

Applicant Institution: Black Hawk College

Cooperating Institution(s): CONVOCOM, Highland Community College, Quad-Cities Graduate Study Center, Carl Sandburg College, Sauk Valley Community College, Spoon River College, University of Illinois, Western Illinois University, and John Wood Community College.

Synopsis: The Western Illinois Education Consortium (WIEC) seeks support to administer a collaborative pilot project that will model the integration of educational technology infrastructure initiatives. This project will involve the Department of Central Management Services (CMS) and the Illinois State Board of Education (ISBE) in delivering educational programming to meet the needs of the underserved population in the western Illinois region. The primary focus of the project will be devoted to integrating the ISBE telecommunication network, the CMS telecommunication network, and the higher education institutions' telecommunications network traffic. The WIEC model is based on cooperation, links of shared educational resources, and innovation. Prior HECA funding for infrastructure

equipment has enabled the consortium to receive special recognition at the International Teleconferencing Association Conference for achievements in distance learning applications. A Steering panel of ISBE, IBHE, ICCB, CMS, and WIEC personnel will oversee the project.

2. Project Title: Enhancing the Benefit of the APS to Illinois **\$75,000**

Applicant Institution: Northwestern University

Cooperating Institution(s): University of Illinois.

Synopsis: The primary objective of this project is to take maximal advantage of the siting of the Advanced Photon Source (APS) at Argonne National Laboratory by identifying and developing specific areas of cooperative research between Illinois higher education institutions and private industry centered around the unique capabilities of the APS. The proposal will focus on the development of two additional beamlines at the APS in areas where there is strong industry need matched by significant research capabilities resident in Illinois research institutions. The project proposes two activities: the development of a paper for the establishment of an Analytical Services Beamline facility at the APS to be used for materials analysis, and the development of a proposal for a bio-medical Collaborative Access Team (CAT) at the APS. The target population is Illinois commercial concerns, primarily small technology-based companies, which desire access to the capabilities of the APS but do not have means to acquire these capabilities, such as full membership in one of the existing CATs. Additionally, it is expected that the development of a bio-medical beamline at the APS will benefit bio-based technology companies in Illinois. The project is expected to foster industry-university collaborative research efforts, result in the creation of new ventures through the transfer of technologies stemming from APS research, and enhance small companies' access to the facility.

3. Project Title: Materials Research Science and Engineering Center Materials World Module Program **\$300,000**

Applicant Institution: Northwestern Illinois University

Cooperating Institution(s): Concordia University.

Synopsis: Northwestern University, through the Materials Research Science and Engineering Center (MRC), is requesting funds to support and expand the "Materials Research Science and Engineering Center Materials World Module Program. In addition, funding from the state of Illinois will assist the MRC in leveraging funding from federal and industrial sources, most importantly National Science Foundation (NSF) support of approximately \$3 million per year. The Materials World Modules Program (MWM) is designed to introduce materials science and technology to high school classrooms. The program is aimed at developing and providing supplemental educational materials for the science and mathematics curricula. The MWM is an interdisciplinary program with participants from five engineering departments, the school of education, Kellogg Business School, and area high schools. Each module is designed and developed by a team consisting of a faculty member, a graduate student, and high school science teachers. All of the teachers involved with MWM are linked electronically to Northwestern University, thus allowing open dialogue between them and team members. The program is being actively disseminated to schools. In addition, MWM members attend national teachers conventions to present different modules, and the MWM Web Page provides up-to-the-minute information on the program over the Internet to people around the world. The primary targets are high school science and mathematics teachers from suburban, small city, rural/town, and Chicago public schools in the state of Illinois. The plan is to distribute

the modules to 200 schools in Illinois with an ultimate goal to serve all of the high schools in the state of Illinois.

4. **Project Title:** Computer Repair Instructional Delivery System **\$30,000**

Applicant Institution: Spoon River College

Cooperating Institution(s): Western Illinois University.

Synopsis: The purposes of this workforce preparation project are to: (1) use educational resources effectively, (2) develop innovative concepts and approaches for delivering needed educational services, (3) extend access to educational services, and (4) involve multiple educational institutions. Spoon River College, in cooperation with Lamoine Valley Vocational System and Fulton Area Vocational System, requests funds for the purchase of "PC Servicing, Troubleshooting, and Networking" systems. The new "PC Servicing, Troubleshooting, and Networking" delivery systems will empower Spoon River College, Lamoine Valley Vocational System and the Fulton Area Vocational System to teach students to make a successful education-to-career transition in the field of computer support. It is estimated that over 10,000 adults in the district are in need of the adult educational services of Spoon River College. The district is predominantly rural and parts are economically depressed. Lamoine Valley Vocational System and Fulton Area Vocational System service student populations within the Spoon River College district.

5. **Project Title:** Educational Partners: Enhancing Internet Use in Rural Illinois **\$100,000**

Applicant Institution: University of Illinois at Urbana-Champaign

Cooperating Institution(s): Illinois Eastern Community Colleges, Rend Lake College, Sauk Valley Community College, Shawnee Community College, Southeastern Illinois College, and John Wood Community College.

Synopsis: This project is to provide community college faculty and staff with a packaged program on Internet training; help community colleges and the Cooperative Extension Service (CES) reach new audiences; and design additional technical assistance that will be shared among the community colleges and the citizens they serve, the University of Illinois CES, and the Laboratory for Community and Economic Development at the University of Illinois. Educational Partners creates a "train-the-trainer" system that directly touches community colleges and local CES staff, who in turn, serve their student participants, adult learners, and citizens. This project has three phases, including: *Phase I, Cramming on Campus*, during which community college staff come to campus to explore the Internet, take the basic Internet training course, learn about different models for community networking, and develop resources and sources for future planning; *Phase II, Planning the Basic Internet Course and Building Community Support*, during which community college and CES staff design an introductory Internet training course and plan a meeting for the entire community; and *Phase III, Building a Virtual Community*, during which community college staff use Internet-based technologies to enhance student education and community networking, community development and economic development. The focus will be on building a community not bound by time or location.

6. **Project Title:** Center for Distance Learning **\$85,000**

Applicant Institution: Southern Illinois University at Carbondale

Cooperating Institution(s): Belleville Area College, Illinois Eastern Community Colleges, John A. Logan College, Kaskaskia College, Metropolitan Community College, Rend Lake College, Shawnee Community College, Southeastern Illinois College, Southern Illinois University at Edwardsville, Southern Illinois Collegiate Common Market, and the Southwestern Illinois Higher Education Consortium.

Synopsis: The Southwestern Illinois Higher Education Consortium (SIHEC) and the Southern Illinois Collegiate Common Market (SICCM) request funding for the enhancement and expansion of a Regional Center for Distance Learning and Multimedia Development. The Center will serve all of the members of the two southern Illinois regional higher education consortia and others throughout the state. The mission of the Center is to enhance the training and development opportunities for faculty and teachers within the region. Services of the Center, located in Morris Library on the Southern Illinois University at Carbondale campus include: distance learning orientation sessions, in-depth training for faculty scheduled to teach the following semester, training for Internet use, training in the use of multimedia, and other instructional technologies and course development. Multimedia and instructional technology are a focus of the Center's activities. The Center also will serve a clearinghouse for access to regional expertise in developing multimedia presentation products, web-based course home pages, and electronic reserves.

7. Project Title: Center for Distance Learning ** \$100,000

Applicant Institution: Waubonsee Community College

Cooperating Institution(s): Aurora University, College of Lake County, Columbia College (Missouri), Elgin Community College, William Rainey Harper College, Illinois Institute of Technology, Illinois Mathematics and Science Academy, Illinois State University, Judson College, Kishwaukee College, McHenry County College, National-Louis University, North Central College, Northern Illinois University, Robert Morris College, Rock Valley College, and University of Illinois.

Synopsis: The Center for Distance Learning, located at Waubonsee Community College, is to continue to provide training for faculty and staff who support the regional distance learning networks established through the Illinois Board of Higher Education. The primary goal of the Center is to provide teacher preparation and technical training for the institutions who participate in the distance learning networks and to serve as a model for incorporating distance learning into the educational process. Training will be directed towards faculty, distance learning coordinators, technical support personnel, and future trainers. In addition to training for the traditional two-way, interactive video classroom, the Center will expand its offerings to prepare faculty to utilize other distance learning mediums, such as modem-delivered instruction via the Internet, and live, interactive video-based instruction delivered into the home or business, and ultimately to the desk-top. The Center will build upon the successful workshop format to develop an intensive summer institute program that also can be offered as a series of weekend seminars throughout the academic year. Partnerships with four-year institutions who have teacher preparation programs will be developed in order to offer graduate credit for teachers who receive training through the Center.

Evaluation: The primary goal of the first year of funding for the Center for Distance Learning was to serve as a training facility for teacher preparation and technical training, as well as to provide a climate for the experimentation and development of techniques to support teachers and curriculum in the distance learning environment. In fiscal year 1996, six faculty training workshops took place with participants representing a wide variety of institutions and disciplines. Three additional workshops will be held during the summer. Five Internet for

Educators courses were offered, with a total of 75 participants. A contract was signed for training 42 faculty and coordinators of the West Suburban Postsecondary Consortium, through the end of fiscal year 1996. The Illinois Community College Board approved a two credit hour course in telecommunications technical training for credit. A two-day workshop (five participants) for technicians from other consortia was held. A series of technician training workshops scheduled to meet every two weeks for the Fox Valley Educational Alliance technicians began in April 1996, and continued throughout the summer. Other activities included the design and distribution of workshop promotional brochures, and additional promotional materials, including a video-tape.

8. Project Title: WorkForce Challenge: Approaching The Next Millennium ** \$70,000

Applicant Institution: Danville Area Community College

Cooperating Institution(s): Eastern Illinois University.

Synopsis: Danville Area Community College, in cooperation with Eastern Illinois University, is seeking funding for a new initiative called "Career Beginnings" and for continuation of activities that began in previous project years. The overall objective of the project is to implement a mentoring program for 50 Danville High School juniors who will be matched with business, professional, and other private sector mentors/coaches for academic and career related experiences, plus continue existing activities of previous projects. Students selected for this project will receive academic and career planning support through the use of teacher planners/coaches and community mentors. The students will attend seven workshops to enhance academic and career skills, and will work individually with mentors throughout the year. Other activities of the project will continue Tech Prep, a youth apprenticeship, minority teacher education, and other activities that are in progress as a result of previous initiatives. The participant focus of this project will be 50 juniors at Danville High School comprised of 33 percent from minority groups and 47 percent male students. Other project participants will include Tech Prep students, youth apprenticeship students, minority teacher education students, and Danville Area Community College students who might be entering careers or transferring to a university. This project emphasizes academic and career skill development through the use of teacher planners/coaches and community mentors. Additionally, apprenticeships in area businesses have been implemented to support career development. All students involved with this project also will benefit from development of human relations skills.

Evaluation: Achievements of Workforce Challenge include being chosen by the National Council for Research in Vocational Education (NCRVE) as one of ten sites in a study of the involvement of teachers, both secondary and postsecondary. The project has become a model for other rural programs through the tasks that have been undertaken and completed in WorkForce Challenge 2000, the umbrella for many activities such as Tech Prep and Youth Apprenticeships. Through a collaborative effort of education and business, the project has identified the needs, goals, and objectives to prepare and maintain a qualified, adaptable workforce for Vermillion County. Danville Area Community College has updated curricula to better meet the needs of employers and students; instructors have upgraded business/industry skills to better serve their students; and employers are benefiting from students who are specifically prepared for the employment needs of the Danville area. Highlights of some of the project accomplishments this year include: an Elementary Educators Task Force was created, mathematics workshops for teachers were held, parent workshops were held, and a National tech-prep teleconference on the changing workforce was presented to guidance counselors. A north and south district advisory council put together a job-shadowing day, and over 800 students from 14 high schools participated with over 130 area businesses. A small

business council for eighth graders was created and 34 students participated with 19 businesses. In an effort to increase parent involvement in the academic lives of their children, Workforce Challenge hosted several parents' meetings.

9. Project Title: Illinois Satellite Network ** \$85,000

Applicant Institution: University of Illinois at Urbana-Champaign

Cooperating Institution(s): Belleville Area College, Black Hawk College, College of DuPage, Danville Area Community College, Elgin Community College, William Rainey Harper College, Highland Community College, Illinois Central College, Illinois Valley Community College, Kankakee Community College, Kishwaukee College, Lewis and Clark Community College, Lincoln Land Community College, Malcolm X College and Harry S Truman College of the City Colleges of Chicago, Parkland College, Rend Lake College, Richland Community College, Sauk Valley Community College, Carl Sandburg College, South Suburban College of Cook County, Triton College, Waubensee Community College, and John Wood Community College.

Synopsis: The Illinois Satellite Network (ISN) was formed in 1993 to better serve the needs of small- and medium-sized businesses and place-bound populations within Illinois. The ISN is a statewide consortium whose membership is currently composed of 31 community colleges and the University of Illinois at Urbana-Champaign (UIUC). The goal of ISN is to provide direct access to the graduate engineering courses and professional development programs which emanate from 47 of the nation's premier colleges and universities through the satellite network operated by the National Technological University (NTU). Special partnerships have been established with the Manufacturing Extension Centers in joint sponsorship of the programs produced by the National Institute for Standards and Technology (NIST). This proposal also seeks funds to continue the purchase of a permanent statewide license for ISN sites to have access to NTU programs, continue the offering of special ISN workshops related to marketing and delivery of satellite programs, assist in the establishment of partnerships for future funding of satellite programs, purchase statewide distribution rights for the NIST satellite programs, and produce satellite programs specifically designed to meet the needs of individuals from elementary through graduate studies within the regions served by the consortium members. Illinois has served as a catalyst in the establishment of satellite networks in other states and in the production of special programs for community sites and will be able to further expand the areas and populations served within the state. This proposal seeks to continue the planning and assessment of programmatic needs for small- and medium-sized enterprises and in the expansion of the satellite network to better serve the needs of all Illinois citizens.

Evaluation: During the past two years, the Illinois Satellite Network has coupled the resources of the University of Illinois and participating community colleges in the delivery of continuing education programs for small- and medium-sized manufacturing firms and for graduate engineers. The network has provided 31 institutions with direct access to engineering graduate courses and professional development programs delivered via satellite by the National Technological University (NTU). More than 700 adults have participated in learning opportunities delivered by the ISN since December 1994. Payment of the third installment on the permanent statewide license was made to the National Technological University. Three new community colleges are now participating in the network: Belleville Area College, Illinois Valley Community College, and Lewis and Clark Community College. A total of 233 programs have been downlinked by 19 member institutions since December 1994. Of that number, 143 have been downlinked during fiscal year 1996, a 63 percent increase from the

previous year. More than 350 people have participated in satellite programs during the last eight months. Two individuals in Rockford are enrolled in NTU graduate classes. The UIUC has produced 16 programs during the last four months, delivered over the NTU network. Future activities include the creation of a new marketing display unit and a video tape about ISN.

Manufacturing Consortia

10. Project Title: A Regional Partnership to Link Workforce Development and Manufacturing Modernization \$80,000

Applicant Institution: University of Illinois at Chicago

Cooperating Institution(s): College of DuPage, Moraine Valley Community College, and South Suburban College of Cook County.

Synopsis: The main objective of this project is to develop an approach for integrating the workforce development services provided by community colleges to small manufacturers to improve business performance. This should ensure an acceptable return on investment in training and other workforce development services for small manufacturers, which represent a key source of employment and economic growth for the Chicago region. Three community colleges and the University will coordinate their business and industry services with the manufacturing assistance activities of the Chicago Manufacturing Center, an affiliate of the NIST Manufacturing Extension Partnership whose mission it is to improve the competitiveness of the 16,000 small manufacturers (those with fewer than 500 employees) in the six-county Chicago metropolitan region. The project is to lay the groundwork for an on-going partnership between Chicago-area community colleges and the Chicago Manufacturing Center through which the services offered by each are enriched and the impact on the performance of client small manufacturers is enhanced. The project will be coordinated by the University of Illinois at Chicago (UIC) Great Cities Institute, which is dedicated to mobilizing the resources of UIC and Illinois higher education institutions more generally to promote the economic development of Chicago and the surrounding region.

11. Project Title: Prairie Manufacturing Technology Extension Center (PMTEC) \$47,000

Applicant Institution: Danville Area Community College

Cooperating Institution(s): Eastern Illinois University, Kankakee Community College, Lake Land College, Millikin University, Olivet Nazarene University, Parkland College, Richland Community College, and University of Illinois.

Synopsis: This proposal is requesting funds to develop a Manufacturing Technology Extension Center for the region of the Illinois Prairie Higher Education Consortium. The Technology Center will coordinate with the Illinois Department of Commerce and Community Affairs Manufacturing Technology Extension Plan. The activities under the auspices of this grant would be overseen by a Directing Committee made up of Economic Development Officers of the constituent institutions of higher education. The objective of this proposal is to provide service and develop the coordination of services for modernizing manufacturing in the area served by the Prairie Manufacturing Extension Center. The project will facilitate delivery of manufacturing extension services among the service centers with joint activities between community colleges, between universities and community colleges, and between the Institute for Competitive Manufacturing at the University of Illinois and all institutions. Extensive sharing of staff development, manufacturing expertise, data bases, and deliverables to

manufacturers are the cornerstones of the project. Development of inventories of services, resources, and products available to firms for improving productivity and quality will be undertaken.

12. Project Title: Central Illinois Manufacturing Innovation Consortium ** \$100,000

Applicant Institution: Bradley University

Cooperating Institution(s): Heartland Community College, Illinois Central College, Illinois State University, Illinois Valley Community College, Lincoln Land Community College, and University of Illinois at Springfield.

Synopsis: This proposal requests continuing support for the Central Illinois Manufacturing Innovation Consortium (CIMIC). The area served by CIMIC includes all or part of more than 20 counties with one of the largest concentrations of manufacturing activity in the state outside the Chicago area. The CIMIC works to meet the needs of about 2,000 regional manufacturing firms by building on the foundation of resources of the consortium's cooperating higher education members. The CIMIC's programs support process innovation, encourage enhancements to traditional manufacturing processes, and assist in the adoption of advanced manufacturing practices and technology. By networking the resources already in place in these institutions, CIMIC provides technical assistance, information on new technologies, and applied research support to improve the productivity of regional small- and intermediate-sized manufacturing firms. As a result of previous funding by HECA, the Department of Commerce and Community Affairs (DCCA), and the participating institutions, CIMIC has developed an active and effective manufacturing extension program. The funding will supplement matching funds from the participating institutions to meet grant requirements for the Central Illinois Manufacturing Extension Program, which is partially supported by a Technology Challenge grant from DCCA. The CIMIC also is cooperating in a proposal for federal funding through the National Institute for Standards and Technology's Manufacturing Extension Partnership. Thus, funding for CIMIC's extension program will leverage extensive additional resources to provide a broad range of technical assistance and other services to central Illinois small- and mid-sized manufacturing firms.

Evaluation: The funding provided to CIMIC under HECA during fiscal year 1996 was used toward accomplishing the following objectives: (1) support greater interinstitutional cooperation in technical assistance, research, and training program delivery; (2) develop linkages with other regional manufacturing assistance centers and consortia to share resources and expand the capacity to address regional manufacturing needs; (3) identify high priority technology transfer needs facing existing manufacturing firms; (4) identify manufacturing processing problems facing existing manufacturing firms; (5) expand the capabilities of regional higher education institutions to facilitate manufacturing technology transfer, address manufacturing processing problems, and accelerate the pace of new product development; and (6) promote services available through CIMIC to regional manufacturing firms. Efforts to accomplish these objectives have involved a combination of broadly focused outreach efforts and more narrowly targeted projects to address particular manufacturing needs and problems. The following accomplishments were made during the first eight months of the 1995-1996 grant period: (1) 300 contacts were made with manufacturing firms; (2) 200 site visits/meetings were held with over 90 manufacturing firms; (3) more than 80 manufacturers received technical information assistance, over 50 manufacturers were identified as candidates for formal assessments; (4) 20 functional assessments were completed; (5) 25 research/technical assistance projects were completed or are underway; and (6) more than 125 employees attended training or promotional events.

13. Project Title: Chicago Manufacturing Center Consortium ** \$135,000

Applicant Institution: Richard J. Daley College of the City Colleges of Chicago

Cooperating Institution(s): Illinois Institute of Technology, Chicago Manufacturing Center, and Northern Illinois University.

Synopsis: Richard J. Daley College, a partner in the Chicago Manufacturing Center Consortium (CMCC), seeks continuation of funding to support the Manufacturing Modernization Program developed and refined over the last three years for the benefit of small- and medium-sized manufacturers in Chicago and the surrounding region. The aim of the overall program is to help area small manufacturers improve their performance to stay competitive globally and also to encourage them to continue manufacturing in Chicago. To do this, the program helps companies assess their needs and implement modernization projects, drawing on the technical expertise and resources of the Daley College and the other CMCC partners. The objectives for this year are to expand manufacturing modernization assistance services for Chicago-based small manufacturers; to prototype and pilot Skill Evaluation Tests for use in assessing the basic and technical competencies of manufacturing workers; to capitalize on the partnerships formed with CMCC client companies to increase opportunities for cooperative learning and job placement for students enrolled in Daley's Manufacturing Technology Program; to develop a plan and the necessary marketing materials to institutionalize program services and enable it to become self-sufficient; and to initiate the development of partnerships with other manufacturing extension centers.

Evaluation: Richard J. Daley College and the CMCC expanded and continued the fiscal year 1995 HECA project in fiscal year 1996. Progress was made on all seven program objectives. The CMCC was able to assist seven manufacturers through use of the assessment model developed last year. It is anticipated that nine assessments will be made by the end of August 1996. A Manufacturing Symposium Day II was organized, and the seven companies which had been assessed during the project, were invited to attend the symposium, display their exhibits, and meet more than 850 students from 19 different high schools. A list of companies interested in hiring the students of Daley's Manufacturing Technology program in various capacities, i.e., apprenticeships, interns, co-op, part time and full time, has been developed and is updated continuously. During the past three years, 49 of these companies have actually hired Daley's students. A continuous effort is being made to disseminate information at local, state and national conferences, high school career days, High School Advisory Board meetings, School-to-work meetings, Tech-prep meetings and other specially organized events. In early May, Daley College had met more than 70 percent of the proposed objectives set forth by CMCC. The anticipated outlook on the complete fulfillment of the proposed objectives looks positive. The consortium continues to conduct outreach to Chicago area companies.

14. Project Title: Economic Development Consortium of the Fox Valley Educational Alliance ** \$250,000

Applicant Institution: Rock Valley College

Cooperating Institution(s): Elgin Community College, McHenry County College, Kishwaukee College, Northern Illinois University, University of Illinois at Urbana-Champaign, and Waubesa Community College.

Synopsis: Funds are requested to continue the Fox Valley Educational Alliance project which integrates the uniquenesses of regional colleges and universities--Rock Valley College, Kishwaukee College, Elgin Community College, Waubensee Community College, and McHenry County College--to deliver specialized services to over 3,000 small- and medium-sized manufacturers within the region. The University of Illinois at Urbana-Champaign and Northern Illinois University, adjunct partners, will be utilized to provide technical support for manufacturers and to deliver educational seminars. The project also calls for linkage to the business colleges of the universities to meet a growing need in financial assessments of companies. Technically experienced field agents provide outreach services which focus on problem-solving situations using assessment tools, benchmarking, and recommendations for continuous improvement projects. The grant provides for additional field agent support to expand the capacity of the delivery system and provide manufacturing business training to outreach personnel, and to bring improvement projects to conclusion. To meet the objectives, Alliance members will provide key services required of small- and medium-sized manufacturers to become more globally competitive. Projects include workplace skills assessments, job profiling, performance benchmarking, assessments for problem solutions, financial benchmarking, improvement projects with universities, networking for continuous improvement, client data management for measured results, university senior student design projects and assistance with applications for state of Illinois training funds. New initiatives offer evaluation of Best Manufacturing Practices of company operations, educational opportunities through national teleconferencing and the Internet, and business development through Federal Procurement Technical Assistance Centers. The fiscal year 1997 grant includes funds for a statewide manufacturing conference and extension roundtable.

Evaluation: The Economic Development panel of the Fox Valley Educational Alliance (FVEA), with Rock Valley College acting as fiscal agent, has made significant progress in delivering workforce development and manufacturing modernization programs to the 3,000 industrial clients in north-central Illinois during this reporting period. The Alliance includes the Business Centers at Elgin Community College, Kishwaukee College, McHenry County College, Rock Valley College, Rockford College, and Waubensee Community College. These five Business Centers have joined with the engineering and business schools at Northern Illinois University and the University of Illinois at Urbana-Champaign to provide local business with a link to statewide public educational and technical resources. Emphasis during fiscal year 1996 has been on programming and program delivery. During a series of monthly meetings, Alliance representatives have monitored performance and shared information and resources to provide support for client needs as identified by each member institution. In some cases, involvement by local trade associations and area Chambers of Commerce has been solicited to aid manufacturers in modernization efforts. Teleconferences also have been included in some projects to enhance client knowledge of state-of-the-art technology or management practices. The BASIN program, the basis for all manufacturing modernization programming, which was piloted at Rock Valley College three years ago, has been successfully transported to all member institutions.

15. Project Title: Southern Illinois Manufacturing Extension Service ** \$70,000

Applicant Institution: Southern Illinois University at Carbondale

Cooperating Institution(s): Illinois Eastern Community Colleges, John A. Logan College, Rend Lake College, Shawnee Community College, Southeastern Illinois College, and Southern Illinois University at Edwardsville.

Synopsis: This proposal requests continuing support for the Southern Illinois Manufacturing Extension Service (SIMES). The SIMES is a technical assistance delivery system designed to enhance existing resources and services in the region and the state and focus these efforts on increasing the competitiveness capabilities of small- and medium-sized manufacturers and assisting them in becoming continuously improving organizations. The project's primary goal is to dissolve the barriers faced by manufacturers in adopting new technology by creating awareness, providing timely information, and serving as a change agent through consulting and training activities. Manufacturing, business, and technical services and training range from technical skills (such as metrification and industrial maintenance) to benchmarking, best practices, and computer aided manufacturing. Assistance to manufacturers in the form of direct services for new skills development, technology adaptation, and problem solving is the core product of the SIMES. This year's proposal includes the expansion the SIMES to include manufacturers in the southwestern consortium, specifically serviced by Southern Illinois University at Edwardsville and by Illinois Eastern Community Colleges. The new institutions add technical assistance, technology transfer, and applied research capabilities to the consortium and will result in greater interinstitutional cooperation in providing these activities to regional manufacturers. The coordination of these educational resources through the SIMES makes it possible for manufacturers in the region to access a variety of technical resources through one contact.

Evaluation: Serving the southern 16 counties of Illinois, the Southern Illinois Manufacturing Extension Service (SIMES) is a partnership among Southern Illinois University at Carbondale and the four regional two-year institutions, John A. Logan College, Rend Lake College, Shawnee Community College and Southeastern Illinois College. In fiscal year 1996, SIMES distributed articles in Office of Economical and Regional Development (OERD) newsletters to over 1000 businesses and economic development organizations, developed a cooperative relationship with the Southern Illinois Manufacturer's Network, and distributed a flyer/brochure about SIMES services and staff and the statewide manufacturing assistance network. A needs assessment instrument was developed and used with 92 manufacturers, to date. Seventy-eight clients received general and technical information. Eighteen technical service projects were initiated. Other activities include the implementation of a semi-computerized client tracking system for maintaining client data and tracking project activities, development of working relationships with area manufacturers for the investigation of future distance-based learning training, and completion of a 50/50 cost-sharing agreement for technical service projects using outside consultants.

16. **Project Title:** Institute for Competitive Manufacturing (ICM) ** **\$225,000**

Applicant Institution: University of Illinois at Urbana-Champaign

Cooperating Institution(s): Northern Illinois University and Rock Valley College.

Synopsis: Since its inception, the Institute for Competitive Manufacturing (ICM) has sought to satisfy the program objectives of HECA by working cooperatively with numerous partners around the state and effectively leveraging the use of the resources of the University of Illinois and its partner institutions, while developing some successfully innovative concepts and applications for outreach. Functioning as an alliance of business, labor, government, and higher education for the past eight years, the ICM and its academic partners have brought the resources of the higher education community to assist in solving the problems of small- and medium-sized firms throughout the state of Illinois. This proposal seeks support for the continued development of the Virtual Manufacturing Community concept with a focus on the following project objectives: (1) further extend existing technical assistance and programmatic outreach to additional manufacturing companies through the establishment of links to existing

Evaluation: During the second year of operation, Western Illinois Manufacturing Technology Extension Center (WIMTEC) continued to expand service to small- and medium-sized firms through manufacturing extension, technology transfer, and best business practices programs. During fiscal year 1996, 36 companies are enrolled for service, seven companies received technical information and six companies received technical service. The WIMTEC receives funding from the Illinois Department of Commerce and Community Affairs (DCCA) for a Federal Technology Reinvestment project administered by the National Institute of Standard and Technology. In this nationwide effort to improve the global competitiveness of U.S. manufacturers, WIMTEC is a leading geographic partner, charged to deliver technical assistance and modernization services to small- and medium-sized manufacturers in the region. During the year, primary activities centered on conferences, seminars, and demonstrations. WIMTEC continues to promote and conduct benchmarking and needs assessments with manufacturers in the region. In fiscal year 1996, projects resulting from needs analysis have included an improved foundry molding line, marketing study, development of company incentives systems, work cell redesign, and technical projects at Rock Island Arsenal and Argonne National Laboratories. Over 41 companies received benchmarking or needs assessments during the year. A summer Manufacturing Technology Institute was held in June 1996 for manufacturers and educators. The institute permitted both manufacturers and educators to learn the latest manufacturing techniques.

Regional Consortia

18. Project Title: Regional Consortia

\$1,138,000

In 1992, the Board of Higher Education established 10 regional consortia of educational institutions to respond to the diverse educational, social, economic, and cultural needs of different regions of the state. The consortia promote cooperation among community colleges, public universities, private colleges and universities, and other education and training providers, and are a vehicle for achieving quality and cost-effectiveness by avoiding duplication of efforts. Each consortium identifies high priority education and training needs in the area; coordinates the development of new programs to address these needs; facilitates resource sharing and effective use of facilities; and implements telecommunications-based instructional delivery systems linked at the local, regional, and statewide levels. All geographic areas of the state are covered by the 10 consortia comprised of all community colleges and public universities and more than 30 private institutions. Each consortium and its members collaborate with area secondary schools, libraries, businesses, health care facilities, and other education and training providers.

In an effort to better serve the needs of this initiative, to expand educational opportunities for the people in consortia communities, and to provide increased access to educational opportunities for all populations, a consortium administration grant is being awarded to the 10 regional consortia. Included within the administrative funds provided to the consortia is the sum of \$90,000, or \$9,000 for each consortium, targeted to implement faculty and staff training programs for the use of telecommunications and educational technology. Extra funding also is being provided to the South Metropolitan Regional Higher Education Consortium to sponsor a statewide conference and to create a site on the World Wide Web for listings of all two-way interactive video classrooms locations.

<u>Consortia</u>	<u>Fiscal Agent</u>	<u>Amount Recommended</u>	<u>Cooperating Institutions</u>
Central Illinois Higher Education Consortium **	Bradley University	\$125,000	Eureka College, Heartland Community College, Illinois Central College, Illinois State University, Illinois Valley Community College, Lincoln Land Community College, University of Illinois at Urbana- Champaign, University of Illinois at Springfield, and Robert Morris College
Chicago Consortium for Higher Education **	City Colleges of Chicago	\$95,000	Illinois Institute of Technology, Chicago State University, North Park College, Loyola University of Chicago, Roosevelt University, University of Illinois at Chicago, and Teachers Academy for Mathematics and Science
Fox Valley Educational Alliance **	Waubensee Community College	\$125,000	Aurora University, Elgin Community College, Robert Morris College, Columbia College (Missouri), William Rainey Harper College, Illinois Institute of Technology, Illinois Mathematics and Science Academy, Illinois State University, Judson College, Kishwaukee College, McHenry County College, National-Louis University, North Central College, Northern Illinois University, Rock Valley College, University of Illinois at Urbana-Champaign, and Waubensee Community College
Illinois Prairie Higher Education Consortium **	Lake Land College	\$100,000	Danville Area Community College, Eastern Illinois University, Heartland Community College, Millikin University, Parkland College, Richland Community College, University of Illinois at Urbana-Champaign, and Lakeview College of Nursing

<u>Consortia</u>	<u>Fiscal Agent</u>	<u>Amount Recommended</u>	<u>Cooperating Institutions</u>
Southwestern Illinois Higher Education Consortium **	Lewis and Clark Community College	\$96,000	Belleville Area College, State Community College, Illinois Eastern Community Colleges, Kaskaskia College, Southern Illinois University at Carbondale, and Southern Illinois University at Edwardsville
North Suburban Higher Education Consortium **	College of Lake County	\$127,000	DePaul University, William Rainey Harper College, Concordia University, National-Louis University, Northeastern Illinois University, Northwestern University, and Oakton Community College
South Metropolitan Regional Higher Education Consortium **	Governors State University	\$133,500	South Suburban College of Cook County, Kankakee Community College, Lewis University, Moraine Valley Community College, College of St. Francis, Olivet Nazarene University, Prairie State College, Saint Joseph College of Nursing, Saint Xavier University, Joliet Junior College, and Trinity Christian College
Southern Illinois Collegiate Common Market **	Southern Illinois University at Carbondale	\$114,000	John A. Logan College, Rend Lake College, Shawnee Community College, Southeastern Illinois College, Southern Illinois University at Carbondale, and Southern Illinois University at Edwardsville
Western Illinois Education Consortium **	Black Hawk College	\$112,500	CONVOCOM, Quad-Cities Graduate Study Center, Highland Community College, Carl Sandburg College, Sauk Valley Community College, Spoon River College, Western Illinois University, John Wood Community College, and University of Illinois at Urbana-Champaign

<u>Consortia</u>	<u>Fiscal Agent</u>	<u>Amount Recommended</u>	<u>Cooperating Institutions</u>
West Suburban Postsecondary Consortium **	College of DuPage	\$110,000	Aurora University, North Central College, Triton College, University of Illinois at Chicago, Illinois Institute of Technology, College of DuPage, DePaul University, Illinois State University, Lewis University, Elmhurst College, DeVry Institute of Technology-DuPage, Benedictine University, Morton College, Midwestern University, National College of Chiropractic, National-Louis University, Northeastern Illinois University, Northern Illinois University, Robert Morris College, and Rosary College

Evaluation: During the 1996 grant period, the 10 Regional Consortia continued to have significant impact upon cooperative regional programming efforts. Staff from the IBHE and ICCB visited each consortium during the year to learn of activities and future plans. Consortia directors continued to meet every two months along with technical representatives from each consortium. Consortia directors also made significant efforts to work with the ISBE and their regional technology hubs, the State library and its regional districts. Several of the Consortia filed comments to the Federal Communications Commission during the rules comment period for the federal Telecommunications Act of 1996, and a joint meeting was held with ISBE and the State Library to gain a better understanding of the Act. The Regional Consortia continued to develop and expand the two-way interactive telecommunications network having activities 277 sites at the end of fiscal year 1996. The Illinois Department of Revenue used the telecommunications network during fiscal year 1996 to train property tax assessors around the state. Consortia steering committees continued to respond to programmatic needs in their areas. Most forwarded comments to the IBHE on new programs planned for their region and also filed critiques in regard to the IBHE distance learning issues paper issued in May. Consortia directors gathered in Springfield to discuss the impact of the Internet and other distance learning technologies on the IBHE's program approval process and regulatory role on institutional operating authority and program approvals. Most of the Consortia now publish joint catalogs or provide their region with data on available offerings of member institutions.

Among activities of individual Regional Consortiums, the Southern Illinois Collegiate Common Market (SICCM) purchased a new facility for operation of its consortial health programs; the North Suburban Higher Education Consortium (NSHEC) conducted a forum for Consortia members and staff; and the Fox Valley Educational Alliance (FVEA) provided significant input to the federal Congressional conference committee on the Telecommunications Act of 1996 with resulting direct impact on Illinois. The FVEA also made progress on developing articulation agreements and joint admission programs between their two- and four-year institutions. The Western Illinois Education Consortium (WIEC) began offering consortial academic programs. The WIEC provided telecommunications service to over 4,100 students and received special recognition from the International

Teleconferencing Association. The Illinois Prairie Higher Education Consortium (IPHEC) began a manufacturing extension center consortium and the South Metropolitan Regional Higher Education Consortium (SMRHEC) brought eight high schools and one hospital into its membership. The Central Illinois Higher Education Consortium (CIHEC) completed needs assessment studies in six specific disciplines or training areas in the region. The Southwestern Illinois Higher Education Consortium (SWIHEC) and SICCM have begun a major cooperative effort in distance learning management. The two Consortia also are making significant progress on joint efforts in consortia development and staff training, seeking joint funding for a regional center for distance learning. The West Suburban Postsecondary Consortium (WSPSC) increased its membership to 20 institutions; 13 private colleges, four public universities, and three community colleges. The NSHEC added a hospital, five high schools and the North Suburban Library System to its membership and is now pilot testing the ATM switch aimed at improving telecommunications connectivity among consortia.

Consortia directors and their technical staff also have devoted major amounts of time to improving connectivity between and among the consortia. A set of minimum network standards are currently being developed by the Consortia directors in conjunction with ICCB, CMS, and IBHE.

Total Economic Development Projects

\$3,100,000

V. Quad-Cities Graduate Study Center

Project Title: Quad-Cities Graduate Study Center **

\$168,900

Cooperating Institution(s): Augustana College, Bradley University, Illinois State University, Iowa State University (Ames), Northern Illinois University, St. Ambrose University (Davenport), Teikyo Marycrest University (Davenport), University of Illinois; University of Iowa (Iowa City), University of Northern Iowa (Cedar Falls), and Western Illinois University.

Synopsis: Funds are requested to support the Quad-Cities Graduate Study Center which provides graduate-level educational opportunities for Illinois and Iowa residents in the Quad-Cities areas. The Center offers fully accredited graduate degree programs for 11 Illinois and Iowa colleges and universities. It is funded by both the states of Illinois and Iowa and represents a unique commitment to the goals of cooperation, non-duplication, and efficiency in post-baccalaureate education. The following organizational objectives have been established: (1) to promote and coordinate graduate degree programs, graduate non-degree courses, and post-baccalaureate non-credit continuing professional education in a manner that is comparable to member institutions' on-campus programs and courses; (2) to promote interinstitutional cooperation and program efficiency by combining members' resources for program delivery; and (3) to serve as a model for interinstitutional cooperation in the delivery of off-campus degree programs.

Evaluation: During fiscal year 1996, the Graduate Center served 2,648 students (unduplicated headcount) who generated a total of 5,213 course enrollments. The fiscal year 1996 headcount enrollment was three percent higher than fiscal year 1995 and full-time-equivalent student enrollments were up this year by eight percent. Eleven institutions offered coursework in 16 different disciplines. The Center offered non-credit programs such as a GRE review course and a CPA (Certified Public Accountant) review course series. During 1995-96, while education courses enrollment remained relatively steady, a major enrollment increase of 40 percent was experienced in non-education disciplines. During most of the Graduate Center's history, enrollments have indicated an even split between residents of Iowa and

Illinois. In fiscal year 1996, total Illinois enrollment was 56 percent and 44 percent were from Iowa. The Center, through its membership in the Western Illinois Education Consortium, received a grant from the Board of Higher Education to acquire an interactive video classroom. The Iowa Communications Network also is being used as a method for course delivery as well as a means of furnishing up-to-date information to currently enrolled and potential students. The Center continues to support satellite programming for Augustana College and a number of community groups.

Total Quad-Cities Graduate Study Center

\$168,900

VI. Library Resource Sharing Project

1. **Project Title:** Community College Library Connections

\$130,500

Applicant Institution: Heartland Community College

Cooperating Institution(s): Elgin Community College; Frontier Community College and Wabash Valley College of the Illinois Eastern Community Colleges; Heartland Community College; Illinois Valley Community College; Lincoln Land Community College; John A. Logan College; Metropolitan Community College; Moraine Valley Community College; Sauk Valley Community College; Shawnee Community College; Southeastern Illinois College; and John Wood Community College.

Synopsis: Recent surveys conducted by the Illinois State Library and the Illinois Community College Board showed that most community colleges have converted the majority of their library collections into a machine readable format. Thirteen community colleges have less than 90 percent of their library records automated. This proposal requests funding to automate that portion of the community college system library collection not in machine readable cataloging (MARC) format. Over 115,000 community college library records need to be converted to full-MARC format. Allocation of funds to each community college will be based on the number of records to be converted. Data provided by the Illinois State Library on the cost of retrospective document conversion averages \$1.25 per record.

2. **Project Title:** Library Technology Grants for ILLINET ONLINE: A Request for Supplemental Assistance to ILCSS Libraries

\$869,500

Applicant Institution: University of Illinois

Cooperating Institution(s): Aurora University, Barat College, Bradley University, Catholic Theological Union, Chicago State University, Columbia College Chicago, Concordia University, DePaul University, Eastern Illinois University, Elmhurst College, Governors State University, Greenville College, Benedictine University, Illinois Institute of Technology, Illinois Mathematics and Science Academy, Illinois State Library, Illinois State University, Illinois Valley Community College, Illinois Wesleyan University, Joliet Junior College, Judson College, Kankakee Community College, Lake Forest College, Lewis University, Lincoln Christian College and Seminary, McKendree College, Millikin University, National-Louis University, North Central College, Northeastern Illinois University, Northern Illinois University, Oakton Community College, Roosevelt University, Rosary College, Saint Xavier University, School of the Art Institute, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, Southern Illinois University School of Medicine, Trinity Christian College, Triton College, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign, and Western Illinois University.

Synopsis: Funds are requested to support the ILLINET Online library project whose objective helps libraries access and expand information resources through collaborative partnership. For fiscal year 1997, this project helps members upgrade to state-of-the-art workstations and acquire equipment and supplies needed to complete the barcoding of library materials, in preparation for the conversion to a new ILLINET ONLINE hardware and software platform. While the fiscal support for the acquisition of the central hardware and software will be provided from existing ILLINET ONLINE funding sources, the implementation of this new system will require substantial investment at the local institutional level. This request is intended to be a stand-alone supplemental assistance program, and does not establish a precedent for continued direct state support in lieu of traditional local funding responsibilities. Requested funds represent 55 percent of the fiscal year 1997 funding for the proposed project. The remainder of the support will come from in-kind contributions from the ILCSO libraries (25 percent) and grant funds from the Illinois State Library (20 percent). Under this program, ILSCO institutions will apply to the University of Illinois for funds to defray the cost of acquiring eligible items.

3. **Project Title:** Cooperative Collection Management ** **\$200,000**

Applicant Institution: Illinois State University

Cooperating Institution(s): Augustana College, Barat College, Benedictine University, Bradley University, Chicago Public Library, Chicago State University, College of DuPage, Columbia College Chicago, Danville Area Community College, DePaul University, Eastern Illinois University, Elmhurst College, Governors State University, Illinois Institute of Technology, Illinois State Library, Illinois State University, Illinois Wesleyan University, Loyola University of Chicago, Millikin University, Moraine Valley Community College, North Park College and Theological Seminary, Northeastern Illinois University, Northern Illinois University, Northwestern University, Roosevelt University, Rosary College, Southern Illinois University at Carbondale, Southern Illinois University at Edwardsville, University of Chicago, University of Illinois at Chicago, University of Illinois at Springfield, University of Illinois at Urbana-Champaign, Western Illinois University, and Wheaton College.

Synopsis: The principal purpose of the Cooperative Collections Management Program (CCMP) is to enrich and strengthen the collective information resources available to the users of academic libraries in Illinois, and by extension, to all the citizens of the state of Illinois. The consortium seeks to achieve this aim by reducing unnecessary duplication in library collections and by obtaining new resources (typically electronic) within limited budgets. Cooperative Collection Management Program membership has increased during the past year to 32 libraries who serve 340,723 students and 12,830 full-time faculty members, as well as members of their surrounding communities and partner libraries throughout Illinois. Specific tasks for fiscal year 1997 are: (1) the continuing implementation of *A Plan for Collaborative Collection Management Among Illinois Libraries*, which provides the infrastructure for shared responsibility and development of academic libraries and library services in Illinois; (2) the cooperative purchase of, and access to print and nonprint materials which enrich library collections; (3) the continuing education of library professionals, library users, and Illinois citizens about the resources held by Illinois libraries; and (4) the continuing evaluation of library collections and projects funded by the CCMP.

Evaluation: As a result of the Committee's effort to increase the visibility, generate support at the local library level, and extend benefits and obligations to other academic libraries in Illinois, five additional libraries joined the consortium in fiscal year 1996: Barat College, Chicago State University, Columbia College, Moraine Valley Community College, and North Park Theological Seminary. A Model Discipline Project in the Biosciences was funded by

CCMP. This project supports research-level collections in academic libraries. Libraries are obligated to support these collections with in-kind funds at local institutions, to provide access to library users throughout the state, and to retain and preserve older materials for research. A total of \$42,250 was awarded to eight institutions in 17 subject areas, including conservation, environmental health and biotechnology. The Illinois Curriculum Materials Center Home Page project was funded for a second year by the Committee. This project aims to share curriculum resources in the state of Illinois by taking advantage of the possibilities offered by the Internet and the World Wide Web. Project Muse, a collection of online journals published by Johns Hopkins University Press, is now available via the Internet's World Wide Web, to faculty, staff and students on campus. With this system, 15 participating libraries have simultaneous, unrestricted access to fourteen scholarly journals. In December 1995, the CCMP sponsored a forum on cooperative collection management for academic librarians in Illinois. The meeting gave library professionals the opportunity to discuss issues of common concern, publicized the work of the CCMP, and provided the governing committee with suggestions for planning activities in fiscal year 1997 and beyond.

Total Library Resource Sharing Projects

\$1,200,000

VII. Advanced Photon Source (APS), Argonne National Laboratory

Project Title: Advanced Photon Source at Argonne National Laboratory ** **\$2,000,000**

Applicant Institution: Northwestern Illinois University

Cooperating Institutions: Illinois Institute of Technology, University of Illinois at Urbana-Champaign; and the Consortium for Advanced Radiation Sources (CARS) which includes the University of Chicago, Northern Illinois University, and Southern Illinois University at Carbondale.

Synopsis: Northwestern University, the University of Illinois at Urbana-Champaign, Illinois Institute of Technology (IIT), and the Consortium for Advanced Radiation Sources (CARS) which includes the University of Chicago, Northern Illinois University, and Southern Illinois University at Carbondale, are committed to building and operating sectors of the Advanced Photon Source (APS) to carry out the most advanced X-ray research on materials. This application is for funding to assist in the design and construction of beamlines and synchrotron radiation instruments at the APS. The objectives of the project are to: (1) develop beamlines at the APS at Argonne National Laboratory to utilize the brightest X-ray source for the advancement of science and technology in materials, physics, chemistry, biology, and geology; (2) educate and train scientists and engineers in the construction and use of synchrotron radiation instruments to probe the structure of materials at the atomic level; and (3) foster close collaboration among universities, national laboratories, and industries for advanced materials research and instrumentation. Undergraduate students, graduate students, post-doctoral fellows, faculty, scientists, and technicians with an interest in synchrotron radiation benefit from this project. Activities associated with the APS project include designing, constructing, and installing X-ray beamlines and their components; conducting synchrotron-based experiments at existing facilities; testing prototype apparatus; acquainting new users with the experimental capabilities of synchrotron radiation; and training researchers in the techniques of synchrotron radiation science. A final activity relates to educating the university community at all levels from undergraduate through post-doctoral about synchrotron radiation research opportunities in materials science, chemistry, geophysics, soil and environmental science, and the further opportunities afforded by synchrotron-based research.

Evaluation: Higher Education Cooperation Act funds are used by IIT primarily to address issues common to all three of the IIT Collaborative Access Teams (CATs): the Industrial Macromolecular Crystallography Association CAT (IMCACAT), the Biophysics CAT (BioCAT) and the Materials Research CAT (MRCAT). The Illinois Institute of Technology received \$8.6 million for five years from the National Institute of Health (NIH) to fund the BioCAT project. Virtually all of the early design studies necessary for proposal preparation were supported by HECA funds, representing a significant leveraging of funds. The BioCAT will soon go into procurement mode. Both MRCAT and IMCACAT have made substantial beamline component purchases during fiscal year 1996 and assembly and construction have begun. With the addition of a new Director of the Center for Synchrotron Radiation Research and Instrumentation (CSRRI), there are now seven tenure track faculty associated at CSRRI, representing a significant commitment by the University to this area of research. Significant progress was made during fiscal year 1996 in the IIT's synchrotron-related activities enabled by the HECA fiscal year 1996 funds.

The Consortium for Advanced Radiation Sources (CARS) is unusual among APS Collaborative Access Teams (CATs) in that it is a large, interdisciplinary, multi-institutional consortium with an extensive central design and technology team. It consists of three university members from Illinois: the University of Chicago, which is the managing agent; Northern Illinois University; and Southern Illinois University at Carbondale, and scientific members, composed of a national grouping of scientists in a particular research area. The thrust of the CARS activities at the University of Chicago, concentrated on design and construction of beamline components, and on infrastructure development. Northern Illinois University's thrust of the synchrotron program for the APS encompassed the design, construction, and testing of scientific instruments and associated beamline components. Southern Illinois University's strong emphasis was placed on enhancing faculty, staff and student experience in new uses of synchrotron radiation, to enable them to develop new scientific and technological programs at the APS.

Beamline component manufacturing at the University of Illinois at Urbana-Champaign Materials Research Laboratory shop has continued in fiscal year 1996. Most of the machined parts are complete, but assembly is still in progress. Additionally, the team-designed Monochromator Second Crystal Bending Device has been updated and assembled for mounting and testing of the silicon crystal. Several synchrotron radiation experiments have been carried out by students and staff from the University of Illinois, and graduate students also are involved in assembly, testing, electronic equipment check-out and alignment of beamline components. Other specific accomplishments include: (1) collaboration on the design of the Equipment Protection System (EPS) hardware and software, (2) custom built EPS system along with EPICS control software system for various beamline components, and (3) procurement of most of the control system electronics for UNI-CAT ID beamline.

Northwestern University achieved a major milestone at the APS in January 1996 with the use of the first X-ray beam in the fifth sector bending magnet research enclosure. All experimental enclosures for part five have been erected and final designs for utility distribution are approved for construction, completing most conventional construction at the APS.

Total Advanced Photon Source (APS), Argonne National Laboratory

\$2,000,000